

RUDOLF STEINER SCHOOLS OF AUSTRALIA

VOLUNTARY SCHOOL REVIEW

Outline

INTRODUCTION

The Voluntary School Review is an evaluation by a member school of its effectiveness in achieving its own stated Aims and Objectives.

The aim of this evaluation is to foster a culture of development and improvement in member schools on an ongoing basis. It is designed to combine the elements of self-appraisal against specified aims and objectives together with elements of external objective appraisal by a panel or Committee.

It is also aimed to be a formative process which ideally would involve the whole school community in the definition of the school's goals and direction for the next stage of its development.

The school review is wide-ranging, although it need not be done all at once - different areas can be focussed on at different times.

The first stage involves a core overview of fundamental questions related to the school's overall health:

- Is the school good educationally?
- Is the school sound financially?
- Is the school healthy socially?

("Stage 1" of the manual contains high-level questions which can be used as indicators for this stage)

These will identify key areas for the school and form a basis for deciding which areas to focus on in the school review.

The second stage is to review in detail the selected areas. The manual provides checklists and suggested processes for this. Each school may wish to relate the review to a particular issue/s (identified in Stage 1).

The scope covers the following areas:

- School Community
- School in Wider Community
- Staffing
- Teaching and Learning
- Pastoral Care and Student Services
- Philosophy and Vision
- Governance and Leadership
- Organisation and Management
- Business and Finance
- Physical Facilities and Resources
- Other.....special issues as requested by the school

It is worth noting in this process, that whilst a school may select one focus issue, most issues will cut across a range of areas. Because of the threefold nature of Steiner schools, it is important to be conscious of this factor - in fact a majority of the problems which face Steiner schools are those which straddle two or more areas. Narrowing the focus may not get to the core of the issue/s and thus reduce the possibility of creative and constructive strategies.

ELEMENTS OF THE PROCESS

This School Evaluation Process is seen as a method of 'helping schools to help themselves' and a way of improving the quality of the education being provided in our member schools. It has a very large component of self-assessment. The RSSA's role is to provide structure, tools and external peer review.

This Review has been trialled and reviewed.....the RSSA remains committed to continuing to refine the Review by inviting an evaluation of the process by each school that undergoes the Review.

PROCEDURES FOR SCHOOLS WISHING TO UNDERTAKE A SCHOOL EVALUATION

Contact with the Executive Officer

- 1. Information on School Evaluation can be obtained from the Executive Officer of the Association**

Early Tasks and Objectives

- 2. A decision needs to be made as to whether the school will undertake a School Review (College/Council) - Exec. Officer needs to be notified and date set. School prospectus to be forwarded to the Exec. Officer.**
- 3. Aims and Objectives of the School need to be clarified and stated in writing**
- 4. Budget needs to be set**
- 5. Information on the process needs to be distributed amongst Staff, Council members, relevant parents, ex-students, students**

Organisation (Stage 1 and 2)

- 6. Steering Committee from within the school needs to be set up, with a Co-Ordinator and perhaps a time allocation to do the job.**
- 7. Meeting with RSSA is organized to clarify the process and help with Stage 1**
- 8. Steering Committee facilitates "brain-storming" on key questions in Stage 1, identifying key issues and what part/s of the Review will be undertaken.**
- 9. Steering Committee arranges for a Training Day, with a facilitator from the RSSA if necessary.**
- 10. Following the training day/s, tasks should be allocated. All areas should have some person/group responsible for the completion of that area. Depending on the size of the school and the choice of review areas, the members of the Steering Committee may be the convenors of the task areas or there may be groups formed. As a general principle, each committee or task force will include representatives from the key areas of the school - teaching and administrative staff, parents, Councillors, students where relevant. Each school needs to find a balance between overloading individual people and having a manageable group size.**
- 11. It is recommended that a series of meetings along the way should be held, so that a whole picture is obtained as to progress and focus etc. Also**

that some people could well be involved in more than one area, so meetings have to accommodate that need.

12. A schedule for the completion, production and publication of the School Self-Evaluation Report should be drawn up
13. When drafted, the Report should be checked to see that all evaluation questions have been answered.
14. Copies of the draft report should be available to all those involved in its compilation for reading and for comment
15. Final School Report should be sent to the Executive Officer for circulation to the External Review Panel
16. Other attachments can include the school's vision statement, mission statement, handbook, prospectus and other printed material
17. Panel members will be chosen from people of experience and expertise in education, operation and evaluation within Steiner schools
Once formed, a chairperson of the Panel will be chosen and the Panel will come together to prepare for the visit. Self-Evaluation Report will be distributed, read and discussed.
18. Executive Officer will notify the school as to the composition of the Panel
19. School will contact the Chairperson of the Panel and arrange the practicalities of the visit - travel, accommodation, programme etc.
20. As early as possible in the visit, the Panel should meet with those who wrote the Report
21. The Panel Report, once completed should be duplicated and circulated as determined by the school.

Follow up

1. Recommendations in both Reports should be studied and the school should decide what action will follow. Panel to be informed.
2. Once decisions have been taken, it is recommended that implementation should proceed as quickly as possible
3. A review process of the implementation procedure should be set up in order to maintain momentum and to check progress

Involvement of the RSSA (Stage 3)

1. Initial visit in early Stage 1.
2. Involvement in Training Day if required

3. Formation of External Review panel. Panel members are chosen from people of experience and expertise in education, operation and evaluation within Steiner schools.
4. Chairperson of Panel selected - first meeting of Panel to prepare for visit.
5. School self-evaluation report will be distributed and read in advance and discussed at meeting.
6. Executive Officer notifies the school as to the composition of the Panel
7. School contacts Chairperson of Panel and arranges the practicalities of the visit - timing, travel, accommodation, programme etc
8. As early as possible in the visit, the Panel meets with those who have been involved in writing the Report
9. At the conclusion of the visit, there will be a verbal report from the Panel.
10. A written report will follow within a week. This report will reflect the RSSA's assessment of the identification of key issues, the effectiveness of the review processes, and the general findings. The RSSA report will include both commendations and recommendations. On receiving this report, the school should then be in a position to enter Stage 3, in which it will develop and implement strategies for continuous improvement.
11. The RSSA input into the Review process finishes at this point.

Follow up (Stage 3)

As stated earlier, the third stage is for the school to use the review outcomes to develop short and longer term priorities and strategies.

RSSA involvement in this stage, if desired, needs to be re-negotiated.

How to Use the Questions in this manual

Any review of this type requires the gathering of sufficient data to give a picture that is helpful, without overburdening participants. With this in mind, the questions have been divided into 3 types.

- "A" questions. Collection of objective data. These questions can be filled out by one person - eg. Enrolment numbers.

- "B" questions. These may be more subjective and the responses may need to be cross-communicated and cross-checked to obtain different perspectives - eg. Tracking decision-making processes
- "C" questions. These are questions which need more research, possibly in the form of widely circulated questionnaires. Questionnaires can be valuable to check perceptions across the school community and to encourage a sense of participation and empowerment. However they can be time-consuming and should be used selectively, with a clear understanding of how the results will be interpreted and applied. Thought should be given to the difference between quantitative and qualitative data and the RSSA can provide advice on questionnaire design and provide some sample questionnaires.

STAGE ONE

Overview of the school and its priorities

This stage is an overview of fundamental questions relating to the school's overall health.

The questions here are intended for the planning group to get a "bird's eye" view of the school, and to assist that group to identify the key issues facing the school.

The group can choose how to work with these questions. One suggestion is for the questions to be distributed in advance, for each member to answer individually, in preparation for a joint discussion.

The questions in this section are not intended to provide the basis of a scientific or statistical study, but to generate discussion as to the school's strengths and weaknesses, and therefore its priorities in undertaking the school review.

IS THE SCHOOL ACHIEVING A HIGH EDUCATIONAL STANDARD?

Is the school offering a full range of services?

- 1. What subjects are offered at each level? Is the number of lessons in each subject adequate?**
- 2. Does the school have adequate educational resources? An adequately resourced library?**
- 3. Are all teaching staff suitably qualified and experienced?**
- 4. Does the school employ professional Learning Support teachers?**
- 5. What extra-curricular activities are offered? -eg music groups, interest groups**

Are the children learning?

- 6. Are the children engaged and enthusiastic about their work, - indicators may include absentee rates, prompt completion of homework, participation in extra-curricular activities, behaviour in class.**
- 7. Are the children achieving a high academic standard measured against accepted educational standards. (as shown in internal assessment and external testing)**
- 8. If the school does not participate in external (State) testing, does it**

- have its own rigorous and consistent procedures for assessing academic performance? On what principles are these based?
9. Is the children's bookwork of a high standard academically And artistically? How does the school assess this? Are they subject to external review?
 12. Are parental expectations being met? Indicators could include letters of complaint or commendation to College, student retention rates, surveys.

Are the educational processes supportive of quality control and continuous improvement?

14. Are educational policies (as listed in the RSSA Administrative Handbook) fully developed and applied? Is there a schedule for regular review of all policies? Is it adhered to?
15. Do all teachers complete Teaching Programs in a form acceptable to State authorities?
16. Are teaching programs reviewed and coordinated across the school? How often?
17. Does the school have a consistent approach to monitoring and assessing student work? How is it coordinated?
18. Do all teaching staff undertake continuous staff development to further their professional skills?
19. Do all teaching staff participate in activities such as artistic work? study group, child study, meditation, sharing of work with colleagues?
20. When did the school last receive State Registration? For how many years? Were any qualifications placed on the Registration? What process is in place for following through any recommendations contained in the report of the State Registration authority?

IS THE SCHOOL ECONOMICALLY VIABLE NOW AND INTO THE FUTURE?

Is there a realistic and continuing market for our school in its present location?

- 1 Demographic analysis - is the population of young children increasing or decreasing?
- 2 Enrolment trends- is there a decrease or increase over the last 5 years?
- 3 What is the current enrolment position? Are all classes full? Are there

- waiting lists?
- 4 Competition - have any new schools opened or expanded nearby, or are there plans for any to do so?
 - 5 Does the school have an active and effective marketing strategy?
What is the budget?

Does the school have adequate resources?

- 6 Does it have secure tenure for at least ten years of an adequate site and buildings?
- 7 Are extra major buildings/facilities required in the next 5 years?
- 8 What is the government funding level (SES)? Is it on Maintained Funding? Is there likely to be a change in the next 5 years?
- 9 Is the school able to attract suitably qualified teaching and administrative staff?
- 10 Are the salaries offered in keeping with Awards and market rates?
- 11 What is the net worth of the organisation (Assets less liabilities)
- 12 What is the liquidity ratio? (current cash assets: current liabilities)
Has the school had a budget deficit or 2 years or more in the last 5 years?

Is the Financial Management of the school both efficient and effective?

1. Does the school have a Master Plan covering its strategic plans for educational, physical and financial growth over the next 5-10 years?
When was it last reviewed?
2. Is there an active Finance Committee with professional expertise?
3. Does the school employ a suitably qualified and experienced financial manager/bursar?
4. Does the Board or governing body set financial policies based on accounting principles (eg max debt level, minimum asset:debt ratio, etc) and review performance against these regularly?
5. Does the school have access to legal expertise specifically related to schools?
6. Does the school carry out regular Risk Analyses? Have any significant risks been identified?
7. What is the percentage of fees that are not paid within 90 days?

IS THE SCHOOL HEALTHY IN ITS SOCIAL AND PROFESSIONAL RELATIONSHIPS?

Is the school stable?

- 1. Enrolments - Has there been a decrease of more than 10% of students in any 12 month period over the last 5 years?**
- 2. Staff Retention- How many staff have resigned or been dismissed in the last 5 years? What percentage of staff does this represent?**
- 3. Have there been any incidents of significant conflict within the school in the last 5 years?**
- 4. Are there any unresolved issues at present?**
- 5. Have there been any legal challenges against the school in the last 5 years?**

Is there a healthy and positive social life?

- 6. Are parents happy and supportive - as shown in participation rates in Parents Association, Class Parent duties, rosters, help in the classroom, social events etc?**
- 7. Has the school surveyed parents on their level of satisfaction in the last 3 years?**
- 8. Are students happy? - what is the absentee rate? Are student engaged in voluntary school activities?**
- 9. Does the school have comprehensive behaviour management policies and procedures? Are these consistently applied?**
- 10. Do staff - both teaching and administrative - participate in regular artistic sessions? Study groups and meditations? Planning meetings? Social gatherings?**
- 11. Do the staff - both teaching and administrative - support each other through active mentor and peer relationships?**

Does the school have a positive relationship with the wider community?

- 12. How is the school perceived in its local community?**
- 13. Does the school participate in local community events?**
- 14. Does the school actively cooperate with other schools in the area?**
- 15. What percentage of professional staff - both teaching and administrative - regularly participate in staff development outside the**

school? Outside the Steiner school environment? Belong to Professional Associations?

STAGE TWO

Self Appraisal

IN THIS STAGE, THE MANUAL PROVIDES A SAMPLE RANGE OF QUESTIONS WHICH ARE PERTINENT TO EACH SECTION. SCHOOLS ARE FREE TO EXTEND OR MODIFY THIS RANGE. QUESTIONS ARE CATEGORISED "A", "B" OR "C" (please refer to introductory section for coding)

SCHOOL COMMUNITY

STUDENTS

"A" questions

1. What is the enrolled number of students in your school?
2. Have your enrolment numbers been increasing or declining in the last 3 year. Give figures.
3. Do you have an enrolments/admissions officer?
4. Do you have a clearly stated and consistent enrolments policy which is adhered to by all staff involved in the process? Provide copy of the policy.
5. Do you conduct exit interviews?
6. What is the composition of your student body - age, gender, ethnic,cultural, socio-economic status etc.?
7. How many students did you enroll last year? % increase/decrease?
8. How many students did you lose last year? % increase/decrease?
9. What is the average length of stay amongst the student body?
- 10.What is the student retention rate in each class/across the school?
- 11.What are the demographics of your student body?
- 12.Do you invite feedback from your students?
- 13.If so, when, on what and in what form? Please give examples if possible
- 14.Do you have an ex-Students Association (if relevant)?

15. Have you solicited any feedback from ex-students on their experiences at your school?
16. If so, how and where is it recorded?

"B" questions

1. What reasons are there for the pattern of enrolments?
2. How do you make your students feel valued?

PARENTS

"A" questions

1. How do you communicate with your parents?
2. How do parents learn about what is happening in the school?
3. Do you have a clear grievance procedure?
4. Do you follow it?
5. Do you know what skills your parents have and would like to offer as a gift to the School / skills register?
6. Do you have a community commitment scheme (regular voluntary work)?
7. What is your policy on parent involvement in the classroom?
8. Is there a variation on this matter between teachers?
9. Do you have an incorporated P&F?
10. What structure/constitution does it have?
11. What are their stated aims and objectives?
12. In what areas do your parents (or P&F) contribute to the life of the school - cultural, economic, educational, other?
13. Are there parent representatives on Council?
14. What percentage of parents come to class meetings?
15. Has the school ever surveyed parents as to their level of satisfaction/frustration with the school? If so, please attach an analysis?
16. What does your school offer in terms of parent education?
17. What percentage of parents avail themselves of the opportunity?
18. What level of reporting back to parents is there in your school?
In what form? Verbal, Written, Formal? By whom? What is reported on? Frequency? Against what benchmarks? Submit examples of written reports. Provide written policy if available?

"B" questions

1. What are the lines and methods of communication between teachers-parents, College-parents, Administration-parents, Board - parents, P&F - parents where applicable.?
2. How do you gauge parent satisfaction?
3. In which areas?
4. How is conflict managed when it arises? Who would be involved? Describe a recent instance of this
5. Is the P&F a vital force in your school? If not, why not?
6. What part do parents play in decision-making within the school?
7. What part do parents play in decision-making within the school?

"C" questions

1. Do parents know where or whom to go to for what? How and when is that communicated to them?
2. Do parents feel valued in your school? How is that made clear to them?

STAFF (see also other heading "Staffing")

"A" questions

1. What is the average length of employment amongst your staff members over the past five years?
2. What percentage of your Class Teachers has completed their full cycle over the last 5 years?
3. List the reasons why some have not.
4. Are all staff members receiving award wages? If not when will this be achieved?
5. How many times in the past five years has the school had industrial relations issues with a staff member?
6. Is there a mentoring system in the school? If so please describe it.
7. When conflict arises how is it resolved? If possible, quote a recent instance.
8. To whom do students go if they have a problem?
9. To whom do staff members go if they have a problem?

"B" questions

1. Does your school have difficulty attracting staff? If so, why? If not, why not?
2. Is the school providing adequate resources for staff? If not, what plans does the school have to improve this?
3. What are the communication channels between staff, between staff and parents, between staff and students, between staff and the legal entity of the school?
4. Do they work effectively?

"C" questions

1. List reasons given by your staff for choosing to teach/work at Steiner school
2. What is the level of job satisfaction/morale?
3. Does your staff feel recognized and valued - by children, parents and employers. If not, how could this be improved?
4. Do your staff members consider themselves to have adequate resources?
5. Is there a collaborative working relationship between staff members? How is this developed and maintained?
6. How would the school community describe the current relationship between staff and parents?
7. Is there room for improvement and if so how might this be achieved?
8. Is there any tension between teaching staff and administration staff?
9. What is the essence of the relationship between teachers and students at your school?
10. Is there a wide variation in the perception of that relationship?

TEACHING AND LEARNING

TEACHING

"A" questions

1. Is there clearly stated core curriculum documentation in your school?
2. Is it accessible to all staff?
3. Where is it held?
4. How is staff made aware of it?
5. How is the implementation of this documentation monitored?
6. How is the quality of teaching monitored in your school?
7. Is there support for professional development?
8. Does the school encourage participation in conferences, visits to other schools etc?
9. Does the school host in-service seminars?
10. If so, how often?
11. Is there ongoing professional development in staff meetings? Describe.
12. What forms of curriculum-based assessment are used in your school?
13. How is a child's progress reported back to parents?
14. How frequently?
15. Have parents been consulted in determining this level of reporting?
16. Is there a professional level of maintenance of student records in your school - enrolment, personal, academic, record of interviews?
17. How often are they updated?
18. Where are these records held?
19. Who is responsible for them?
20. For how long are they kept?
21. Who in your school carries the responsibility for Board of Studies requirements, inspections and re-registration?
22. Is there a clear process and mandate? Describe?
23. Are teachers' programmes kept current and up-to-date?
24. Who monitors this area?
25. Is there a clear Excursions and Camping policy in your school? Please provide a copy
26. Is there a process of refreshment and renewal of their educational practice? Describe
27. Does your school subscribe to any overseas Steiner educational magazines?

28. If so, which ones?

"B" questions

1. Is the school's core curriculum documentation effective and consistently implemented across classes?

"C" questions

1. Are staff familiar with the stated core curriculum documentation in your school?
2. How does your school encourage enthusiastic and creative teaching?
3. Are there visibly shared ideals amongst your teaching staff?
4. In what ways are less experienced staff members or those new to Steiner education supported?
5. Do your teachers share with and support each other?
6. Is the level of support satisfactory?
7. Are the forms of curriculum based assessment considered adequate to meet the needs of the school?
8. Is the monitoring of teachers' programmes effective?
9. Is there an emphasis on the maintenance of an orderly yet aesthetic classroom learning environment in your school?
10. Are there wide variations in this area between different teachers?
11. If so, how is some level of consistency achieved?
12. Is there an emphasis on maintaining consistent discipline and encouraging positive social behaviour amongst children?
13. Do the specialist teachers feel supported by Class Teachers/Guardians when they experience difficulties in this area? How might such support be given?
14. Are the teachers on duty consistent in their application of the school's behaviour code? If not how is this problem dealt with?
15. How do your teachers work to deepen their understanding of the educational principles of Steiner education?

LEARNING

"A" questions

1. As a school environment where each child progresses, how is that progress measured? Against which benchmarks?
2. How are the needs of each child identified and supported?
3. How is the three-fold development of the child reflected in the learning activities?
4. How often is the quality of learning within the school evaluated and assessed? What is the process for this?
5. How are children protected from harassment, bullying, discrimination and other anti-social behaviours?
6. Is feedback ever sought as to whether the children enjoy the Learning processes at your school?
7. If not how is it evaluated?
8. How are the curriculum content and learning activities measured against age-appropriateness?
9. Are there shared assemblies in your school? How often? What focus do they have?

"B" questions

1. How are the children encouraged to take pride in their achievements/work?
2. Do the students have access to a wide range of activities - artistic, musical, dramatic, sporting etc. Which activities does your school wish to provide that it currently does not? How could this happen?
3. How are children in your school encouraged to develop positive social skills? Define what is meant by this.
4. Do the children communicate clearly and confidently? Are there
5. opportunities within the educational practice for developing this skill?
6. How do teachers in your school ascertain whether children in their care are actively engaged in the learning process?

"C" questions

1. Is the structure of your school day effective? If not, how might it be improved?
2. What is the ideal classroom atmosphere and dynamic in your school?

How is it achieved?

PARENT EDUCATION

"A" questions

1. Is it envisaged within the culture of your school, that the whole community is a "learning community - children, staff and parents?"
2. How is this encouraged within the parent community?
3. Do you have parent study groups? How well attended are they? What form do they take?
4. Do parents have access to Conferences? Visiting Speakers?
5. Whose responsibility is it within your school to provide parent education?
6. Do parents ever have opportunities to meet with parents in other Steiner schools?
7. Is there a parent Library?
8. How is it resourced?

"B" questions

"C" questions

1. What is the level of parental understanding of the educational philosophy of the school? How is this assessed? How might it be improved if needed?

LIST THE PERSON/S RESPONSIBLE FOR THIS SECTION

PHILOSOPHY, VISION AND SPIRITUAL LIFE

"A" questions

1. **Is the school's philosophy clearly stated? In what?**
2. **How is that picture shared with staff, students and parents?**
3. **What study groups exist in the school? Staff, student, parent?**
4. **Are they well-attended? If not, why not?**
5. **What percentage of the community would be active in a study group?**
6. **Is there a regular space for meditation in your meetings? Describe?**
7. **What verses are used within the school - with children, with parents, at staff meetings, etc**
10. **Which festivals are celebrated in your school?**
11. **Describe the most recently held festival - form, content, participation**
12. **Who is responsible for the planning and organisation of festivals?**

"B" questions

1. **What form does meditation take in your school?**
2. **Is there a regular evaluation of festivals and their role in the life of the school?**

"C" questions

1. **Do all individuals/groups in the school have a common picture of the philosophy?**
2. **Is the philosophy visibly implemented in the life of the school? Give examples?**
3. **How does your school deepen the spiritual dimension of its work?**
4. **Is there a shared vision for your school? What is its origin and is it regularly referred to in decision making processes? Is it regularly reviewed?**

LIST THE PERSON/S RESPONSIBLE FOR THIS SECTION

GOVERNANCE AND LEADERSHIP

A CONSIDERATION OF THE DECISION-MAKING PROCESSES WITHIN A SCHOOL SHOWS THE WAY IN WHICH CHANGE IS ACCOMPLISHED AND THE AIMS AND THE OBJECTIVES OF THE SCHOOL KEPT VIABLE. The fundamental purpose of the evaluation process here is to determine *what happens to an idea*.

The growth and consideration of an idea by the various decision-making bodies of the school - College, Council/Board, Committees, P&F, student representation - and the process of decision-making itself reveal much about the style of the school. Indeed how change is effected and how decisions are made are important factors in moulding the character of the school.

CHANGE

"C" questions

- 1 How is change accomplished in your school?
- 2 How are the aims and objectives of the school kept viable?

(Exercise - take recent decision for change in your school and map the journey of the idea into reality)

ROLES AND RESPONSIBILITIES

"A" questions

1. How have the roles and responsibilities been determined?
2. What are the roles and responsibilities?
3. What level of authority is attached to these roles and responsibilities

"B" questions

"C" questions

1. Is there clarity and consistent understanding about the roles and responsibilities in the school?
2. Is there clarity about the level of authority is attached to these roles and responsibilities?

GOVERNING BODY (Council/Board)

"A" questions

1. How are members of the *Governing Body* chosen and appointed?
2. Is membership of the *School Company/Association* a prerequisite for joining the *Governing Body*? All? Some?
3. How are the *Officers* appointed - *Chair, Secretary, Treasurer, etc*?
4. Describe how the present members of the *Governing Body* were appointed?
5. Who was responsible for identifying and nominating them? What are the criteria?
6. Is there a consciousness of skills needed on the *Board*?
7. What level of authority does the *Board* carry in the life of the school?
8. Attach the agenda of the most recent meeting of the *Governing body*. How was this agenda developed?
9. Where are the minutes of the *Governing Body* recorded and kept? Is there a centrally held *Minute book and Register*?
10. Describe briefly the functions of any committees developed by the governing body.
11. How do various segments of the school community receive reports from and communicate with the governing body and/or its committees?
12. Are there *College and P&F* representatives on the *Board*?
13. Describe any procedures that exist for the evaluation of the effectiveness of the governing body.
14. Please attach most recent audited *Annual Report*

"B" questions

1. Describe the orientation given to new members of the *Governing Body*.
2. Is it prior to or early in the term of service?
3. What provisions are made for keeping members of the governing body abreast of developments in education?
4. What degree of responsibility does the governing body assume for evaluation of the performance of the educational management of the school (i.e. *College of Teachers, educational administrators, etc*)? How is this evaluation administered?
5. What degree of responsibility does the governing body assume for the operational management of the school (*Bursars, Business Managers, Administrators and Office staff, etc*)? How is this evaluation administered? Are the lines of communication, responsibility and accountability clear?

"C" questions

1. Describe a recent policy decision made by the governing body - how was the matter initiated and by whom? What was the procedure used by the governing body? What was the decision? How was that decision made known to those affected?
2. Is there a clear picture of the role the Board will play? Eg is it a "hands-on" body or a "policy and guideline" body?
3. What level of authority does the Board carry in the life of the school?

COLLEGE

"A" questions

1. How are the members of the College chosen and appointed? Is it a clear open process and if so, what is it? Is it known to all staff and can interested people apply?
2. If you have Officers and/or other roles how are they appointed?
3. Describe how the present members of the College were appointed? Who was responsible for identifying and nominating them? Criteria?
4. Is there a process of preparation for College membership?
5. Is there a formal induction ceremony for new members? If so, what?
6. Describe the orientation given to new members of College - is it prior to or early in their term of service?
7. Attach the agenda of the most recent College meeting. How was the Agenda developed? Was it circulated in advance?
8. Are all meetings minuted? Where are the minutes held and for how long are they kept?
9. What are the functions and mandates of any committees established by the College?
10. What level of authority do the committees have?
11. How does the School Community hear what College is dealing with? What are the reporting back procedures to staff, to parents, to students and to Board?
12. Do Board members or P&F officers ever attend College meetings?
13. What responsibilities does College assume for evaluation of the performance of teaching staff? Is there an up-front, clearly stated

and adhered to appraisal process? Give a recent example of such a process (name withheld)

14. What responsibility does College accept for educational policies and procedures within the School? Is there a regular review and update? Are these policies readily accessible to staff, students and parents?
15. Is there a clear grievance procedure for students, staff and parents? Map a recent example (names withheld). Was it resolved satisfactorily?

"B" questions

1. How does the College obtain information/Keep abreast of issues in the school, trends in education (Steiner and other)?
2. Describe a recent decision made by the College. How was the matter initiated and by whom? What consultation and decision-making procedures did the College follow in arriving at the decision. Was there consensus? What was the decision? How was this made known to those affected?
3. Is there a clear follow-through process from College to Educational Administrator/etcOther? If so, what is it? If not, what should it be?
4. What responsibilities does College assume for morale of teaching staff?

"C" questions

LIST THE PERSONS RESPONSIBLE FOR THE PREPARATION OF THIS SEGMENT

ORGANISATION AND MANAGEMENT

(Please make reference also in this section to the material already in the Administration Handbook, published by the Rudolf Steiner Schools of Australia)

ADMINISTRATION

This part assumes that the primary responsibilities of the Administration are to support, enhance and strengthen the educational programme through effective organisation and management whilst also developing the school's sense of community. Most facets of management and organisation in the school can be measured in terms of the extent to which they are beneficial to the learning process and the extent to which they create a viable and appropriate learning community.

"A" questions

1. How often does the Administration meet and in what groupings?
2. What is the procedure for these meetings? Level of participation and openness of input overall?
3. What are the key administrative roles in your school?
4. Have job descriptions been developed for each of the administrative staff?
5. If so, who developed these and when were they last reviewed? Attach a copy of all job descriptions
6. Are formal contracts of employment in place for all employees in the school? Who draws these up? Who oversees them? Attach copy of a standard contract?
7. Describe a recent significant administrative decision from its inception as a suggestion or concern (eg new photocopier, telephone system) to its implementation. Who initiated it, process of consultation, how was the decision made, what was the decision and how was it transmitted to those affected? Has it been well received?
8. How frequently does the Administration meet with teaching staff?
9. Is there a School Handbook? If so, does it include staff responsibilities in all areas of the operation of the School?
10. Is there a clear Enrolment procedure in your school? Is it consistently adhered to? Please attach copy

11. What record in writing is there of the agreement between the School and parents or guardians concerning the education of their child? Please attach current enrolment form and contract if available.
12. Are the staff responsible for enrolment/admissions abreast of Anti-Discrimination legislation?
13. Are the staff responsible for enrolment/admissions abreast of the requirements of the *Trade Practices Act* re. representations to parents of potential students?
14. Is there a record of all advertising material kept?
15. Are there clearly defined and publicly stated criteria for the acceptance of students?
16. Is there a clear procedure for recording of Absences/Attendances?
17. What procedure is followed if a student reports in sick?
18. Are there disclaimer forms which parents sign (for excursions, etc) – please attach copy.
19. Is there a clear procedure in the case of marriage breakdown – does the school deal only with the custodial parent?
20. Does your school have a nominated health and safety officer?
21. Does your school have an OHS policy? Was external advice sought in the formation of that policy? If so, who?
22. Who has the overview for OHS – Staff member/safety committee?
23. How and when do they report to the Governing Body?
24. Are there regular safety audits and a hazard reporting scheme?
25. Are accident reports always filled out promptly and kept in accessible files?
26. Are all staff aware of their legal obligations? How is that knowledge maintained?
27. Is Worker's Compensation insurance paid and managed?
28. Is there a reporting procedure for staff and students to follow in making complaints or suggestions concerning the safety of equipment and work procedures?
29. Are all staff required to have current First Aid, including resuscitation skills, Certificates? Is this organised and funded by the School?
30. Does your school have a policy on industrial issues such as Harrassment (Physical, Sexual, Emotional) which covers both staff and students?
31. Is there a clear procedure for dealing with such complaints?
32. Is there a policy on general discrimination (on basis of gender, age, race, marital status etc)?
33. Is there a policy on disability discrimination (especially in relation to enrolments)?
34. Is there a policy on Privacy?

1. Is the School complying with obligations in the *Copyright Act* concerning copying of copyright material?
2. What procedures are in place to monitor the use of copyright material?
3. Is there a clear policy concerning the use by the School of copyright material produced by staff or students?
4. Does the school have a complete list of policies and procedures as outlined in the Administration Handbook?
5. Who is responsible for the initiation and review of policies and procedures in your school?
6. Does your school keep all records as set out in the Administration Handbook?

"B" questions

1. Describe briefly the administrative organisation - the role of the administrative staff in the organisation and illustrate the administrative structure with a chart.
2. Is there a clear picture of the desirable culture in the Office area - procedures for answering of telephones, handling of requests, taking of messages, response times, etc?
3. Re. Discrimination - are all staff aware of their legal obligations?

"C" questions

1. What is the Administration's interaction with other bodies of the school - College, Board, Students, Parents? Does the Administration feel isolated or integrated?

TEACHING STAFF

"A" questions

1. What meetings occur in the school involving professional staff?
Examples - faculties, whole staff, Committee meetings, etc
2. How frequently are they held? Are they scheduled well in advance? Is the purpose of the meeting and the timing clear and open so as to ensure maximum possible attendance?
3. Who prepares the agenda? Attach a copy of the agenda for the last 3 staff meetings.
4. Other than agenda items, what matters are discussed at these meetings?
5. If these meetings are decision-making meetings, what process is employed?

6. How are the results of these meetings disseminated to the rest of the school community?
7. List the staff committees in your school, their functions, responsibilities and lines of communication. Are they consultative or executive or both?
8. Name one Committee - who is the Chair, who are the members, how are they appointed, what is the function of the Committee, how often does it meet, does it have a budget for its work and who does it report to?

"B" questions

1. How are the results of these meetings disseminated to the rest of the school community?
2. What part do members of the teaching staff play in determining allocation of capital resources and development of the school?
3. How is the staff involved in evaluating the educational programme?

"C" questions

1. Are the decisions, once made in College, upheld by the whole body?
2. How is the staff involved in identifying needs, developing curriculum, setting policies and procedures?

STUDENTS

"A" questions

1. In what way are students involved in addressing issues of importance affecting them? (Peer support, anti-bullying, etc)
2. Are there formal committees or councils composed of students?
3. Are there staff advisors appointed to these committees - if so how are they chosen and what is their role?
4. How are the student members chosen?
5. What function and responsibility does each group have?
6. Are there any individual roles of responsibility for students - eg. in New Zealand, there is student representation on the Board of Trustees.
7. Are there joint teacher/student committees - eg Festival Committee?
8. What procedures exist for communication between individual students and the Administration, College, Staff and Governing Body?

"B" questions

1. How do various segments of the school community perceive student involvement in any decision making areas?

"C" questions

- LIST THE PERSONS RESPONSIBLE FOR THE PREPARATION OF THIS SEGMENT

BUSINESS AND FINANCE

"A" questions

1. How many people on the Board/Council have financial expertise?
2. Is there a Finance committee? How is it comprised? Is its role to make financial decisions or to give advice to the Board?
3. Does the school employ a Business Manager or Bursar? What qualifications and experience does this person have?
4. Is there a policy which clearly defines the authority of the Finance committee and the Business/Manager - eg levels of expenditure which need to be referred to the Board?
5. In what committees/groups does the Business Manager participate?
6. Is the Business Manager/Bursar a member of the national Bursars Association, which is a professional body covering all independent schools?
7. Does the Business Manager regularly attend professional meetings and courses, eg those held by the Association of Independent Schools
8. Who manages and controls the finances of the school?
9. What ratio of parents, teachers, College members and friends constitute the Board (or similar legally constituted body)?
10. Who does what?
11. How many people on the Board represent the philosophy of the school?
12. Do you have provision for a governing director on the Board?

INCOME

1. How many students in the school?
2. What is your SES score?
3. What are your fees?
4. What is your fee collection rate?
5. What competition are you up against in your local community? (What are their fees and what do they offer)?
6. What is your collection cycle?
7. How often do you bill?
8. What payment modalities do you offer (Cheques, credit cards, debit cards, periodic payments, term fees, monthly, fortnightly options, etc)
9. Do you have a fee relief/bursary fund?
10. How many families (as a percentage of total school population) do not pay full fees?

11. How much outstanding debt do you have - 90 days, 6 months, 9, 12 up to 2 years?
12. What percentage of debt is written off in a year?
13. What is your debt per student ratio?
14. Grants - how many and how much?
15. Are there income sources outside fees? (Benefactors, parents fund-raising, others?)
16. Do you have a building fund - and has it got tax deductible status?
17. How actively is this fund supported?
18. Do you have a library fund? Is it registered as tax-deductible?

EXPENDITURE

1. Please submit P&L accounts for last 3 years and the budget for the current year.
2. How does expenditure relate to your budget?.
3. Are your enrolments in line with current budget?
4. What is the process of arriving at the budget? Who is involved?
5. What are your criteria for budgeting?
6. Are there financial policies and budget parameters defined by the Board - eg. minimum cash liquidity ration, minimum budget surplus, maximum debt/student ratio?
7. Are there written policies of delegated authority specifying which staff members can commit or spend different amounts of money - eg Class funds, Craft budget, Music budget, etc.?
8. Can all College members read a balance sheet?
9. Does the Bursar take time to "educate" the less financially literate members of the Board?
10. Does the Bursar feel there is sufficient interest in the finances of the School?
11. What are the percentages of wages to the total budget, class costs to total budget?
12. Are you complying with State Award laws?
13. Please submit balance sheet
14. What are your assets?
15. What level of debt in total are you carrying - operational debt, capital debts, etc
16. What are your foreseeable future capital needs?
17. Do you receive interest subsidies (for which loans applying to which assets)?

18. What level of BGA grants have you received for which assets and what were your additional borrowings for these assets?
19. Are there long service leave provisions - and are they adequate?
20. Is your insurance cover adequate? Please submit schedule of insurance
21. How often is School property revalued for the purpose of assessing the appropriate level of insurance coverage?
22. Does your insurance cover the cost of temporary premises whilst buildings are being rebuilt after major damage?
23. Does it include loss of income (enrolments) after major damage eg major fire or flood?
24. Does the school have Public Liability Insurance?
25. Does the school have Insurance cover for volunteer workers?
26. Is there Children's Accident Insurance available for parents?
27. Does the school carry Directors and Officers Insurance?
28. Does the school carry Professional Indemnity Insurance?
29. Is there a clear procedure to be followed in making a claim under any of the School's insurance policies?
30. What is the School's claims history under all its policies over the last 3 years?
31. What is your pupil/teacher ratio?
32. What is your break-even point for a class?
33. Do you keep track of the economic performance of different areas in the school separately - eg. kindergarten, primary, high school, pre- school in applicable
34. Are PAYE and Superannuation payments always made on time? If not, give reasons
35. Does the school put aside money to finance major building maintenance and replacement of major assets in future years?

GENERAL

1. Describe the procedure of the revenue and capital budgets, indicating who is involved and the timing
2. On what basis do you estimate enrolments for the financial year ahead?
3. After acceptance, how often are the revenue and capital budgets reviewed?
4. Who is the officer responsible for the business management of the school, what is the extent of his/her responsibilities and to whom is this officer responsible?
5. How are investment decisions made?
6. What percentage of annual income comes from Federal, State and Local Governments?

7. Does the outside community use the school facilities in the holidays or out of school hours and if so how is this reflected in the finances of the school?

"B" questions

1. How do education and finance interact at your school
2. Who makes the ultimate judgments about the revenue budget and priorities for capital expenditure?
3. Does the school collectively own financial decisions?

PHYSICAL FACILITIES AND RESOURCES

1. Does the school own the property?
2. If not, do you have a long-term lease? How long? How long to expiry?
3. What rent do you pay?
4. What are your 2 year, 5 year, 10 year plans for improvement of facilities?
5. Do your facilities comply with BGA minimums?
6. How many classrooms, specialist rooms do you have and how many will you need for the future?
7. Do the school's facilities meet local health and safety regulations?
8. Who is responsible for ensuring compliance with the above regulations, how often is a review of such matters undertaken, how often is the plant inspected and when was the last check made?
9. How many persons are employed/engaged for maintenance of buildings and grounds, who supervises them?
10. How is the cleaning of the school carried out - employed staff, volunteers, contract staff?
11. Do students have any role in maintenance and cleaning?
12. Describe how maintenance work is initiated?
13. Who decides when a replacement programme needs to be undertaken and on what criteria is the decision taken?
14. Who selects new furniture or fittings - describe the process

LIST THE PERSONS RESPONSIBLE FOR THE PREPARATION OF THIS SEGMENT

SCHOOL IN THE WIDER COMMUNITY

"A" questions

1. What is the school's relationship with its physical neighbours?
2. What is its relationship with the local authorities - Council, State, Federal
3. What is the school's relationship with the organisations in its area
4. Eg : Local business,
Local promotions
Expos
Shopping mall displays
Anthroposophical activities
Art exhibitions
Special "event" days
Dramatic productions
Rotary
Lions Club etc
Other schools
5. What is the school's relationship with the Board of Studies? AIS?
RSSA? Local parliamentarians?
6. Do you have a contact at the local press? Print/Radio/TV
7. Does the school participate in local events?
8. What kind of promotional activities does the school engage in?
9. What are the school's contacts with other schools, including Steiner schools - sport, music festivals, etc?
10. Who in the school is/are keeping up those contacts?
11. Do you have an employed Development/Public Relations Officer?
12. Do you advertise regularly/widely? Please attach a recent advertisement
13. Are you open to visitors coming into the school? The classroom?
14. Do you do regular tours of the school?
15. What events do you hold that draw the outside community into your school? Do you monitor and evaluate these events on a regular basis?
16. Do you hold Prospective Parents Nights, Information meetings, "Spend a morning in the Kindergarten" opportunities?

"B" questions

17. By what means is the effectiveness of these activities assessed?

18. How is the effectiveness of the advertising campaign assessed? By whom?
19. Is it a conscious policy that you want/need to draw people in from the wider community?

LIST THE PERSONS RESPONSIBLE FOR THE PREPARATION OF THIS SEGMENT

STAFFING

Recruitment

"A" questions

1. Who identifies the need for new staff?
2. Who initiates recruitment?
3. What avenues are used to recruit staff?
4. How are criteria established for the position?
5. List general criteria in order of priority
6. Are criteria similar for full and part-time staff?
7. How widely are criteria known? (eg published)?
8. Over past 5 years, give number of successful applicants recruited by:
 - Advertisements
 - Word of mouth
 - Unsolicited applications
 - Applications encouraged by school based on personal recommendation
 - Teachers' agencies
9. Who is responsible initially for dealing with applicants?
10. Is there a consistent process to follow? If so, describe it -eg acknowledgement of application, sending out of written job description, short-listing, arrangement of appointment, interview, selection, follow up letters to all applicants or variation on all of these
11. Does school pay expenses for applicants, ie travel allowances, etc?
12. How are applicants CVs and references checked?

Interview

1. Who conducts the interview, who is present and where is it held?
Describe when and why there might be variations?
2. Is there a consistent employment committee membership?
3. Is there training for the members in interview techniques?
4. Is there training for the members in legal obligations?
5. To what extent is the applicant acquainted with Aims and Objectives of the School, Key Principles of Curriculum and Methodology, structure and

organisation of the school – ethos of school, etc – Who is responsible for this task?

6. To what extent is the applicant acquainted with the specific nature of the job beforehand? How is this done?
7. Describe any other interaction between applicant and school – tour of school, “meet and greet” etc

After the interview:

8. Who makes the decision on which applicant to employ?
9. How and in what time span is the successful applicant advised of the offer?
10. Is a verbal offer confirmed in writing?
11. Is acceptance in writing requested?
12. At what point in time is the formal contract drawn up and signed off on?
13. How are unsuccessful applicants dealt with?

If there is a formal procedure for altering a job specification once a teacher is employed, describe it briefly.

14. Are there informal ways in which a job specification can be altered?

“B” questions

- How effective is the above process in meeting the criteria outlined in the above?
- How effective is the recruitment policy in assisting the school to achieve its Aims and Objectives?

“C” questions

- What changes, if any, are recommended to improve the recruitment of academic staff?

LIST THE PERSONS RESPONSIBLE FOR PREPARATION OF THIS SEGMENT

Orientation Procedures

“A” questions

15. Does the school have expectations of the new teacher, for professional study or course planning preceding his/her assumption of duties?

16. Does the new teacher report earlier than existing staff? If so, when? Is an orientation programme planned before the opening of school? Describe these procedures.
17. Is there a staff guide book or set of guidelines? If so, when does the new teacher receive it?
18. To whom can the new teacher turn for answers to questions about the school, his/her various assigned duties, and his/her personal arrangements with the school.
19. From whom does he/she receive copies of curriculum, course outlines, other required reading? Is the new teacher involved in curriculum planning for the new year?
20. Does someone new to teaching receive continuous guidance/mentoring in planning? For example, does he/she receive help in the amount of work to expect from students, effective use of class time, classroom management skills, evaluation criteria etc
21. Who is responsible for this new teacher's continuous guidance in each of the following areas: relations with students, parents, administrators, extra curricular duties, staff meetings, parent meetings ,
22. What are the orientation procedures for teachers who begin part way through a year?

"B" questions

23. What are the strengths and weaknesses of the procedures for orientation of the new teacher?

"C" questions

24. Assess the effectiveness of the orientation procedure in helping new teachers to be able to contribute to their fullest realization
25. What changes should be made to improve the effectiveness of orientation procedures

LIST THE PERSONS RESPONSIBLE FOR THE PREPARATION OF THIS SEGMENT

PROFESSIONAL DEVELOPMENT

The continuous search by teachers to extend their knowledge of the curriculum, their understanding of child development and young people, their consciousness of the teaching-learning process, their awareness of themselves and their colleagues is the joint responsibility of the individual teacher and the school.

"A" questions

26. Provide the following information about participation by staff members in professional course work or in-service training;
 - How is this related to the continuation of employment, salary increases, extension of responsibilities, etc?
 - Is leave granted readily?
 - Is there financial support for it - to what extent?
 - Is relieving staff provided?
 - What arrangements are there for staff to report back/share after the professional development?
 - To what extent does the opportunity for a person participating in such professional development activities to contribute to overall school development?
27. Does the school have a programme of study leave? If so how many members of staff have participated in the past 5 years? Describe how leave is funded and what conditions apply?
28. Does the school have a programme of long-service leave? How many members of staff have participated in the last 5 years?
29. Is leave granted for any other purpose connected with professional development? If so, please describe it briefly
30. Describe a recently-held, school-sponsored in-service programme. Are consultants involved in this type of work?
31. How does the school encourage staff membership of, and participation in, professional associations or organisations, conferences etc? Who is responsible for payment of membership fees and other related expenses?
32. Is there a professional library for staff?
33. Where is it located?
34. How are decisions made as to what material is included?
35. What funds are allocated to it annually?
36. Describe briefly a recent study by staff, other than this evaluation of curriculum or other aspects of the educational programme
37. Describe briefly any school-sponsored inter-school exchanges or visits.

38. What funds are available for other forms of professional development - i.e. hosting of conferences, etc?
39. Is a record kept by the school of each teacher's involvement in courses, seminars and conferences as well as exchanges, study visits? If so who keeps it?
40. Who grants leave for in-service training?

"B" questions

- 1 Assess the effectiveness of the activities described in this segment in achieving the professional development of staff.
- 2 Assess the effectiveness of the professional staff development procedures in helping to achieve the Aims and Objectives of the school

"C" questions

- 3 What recommendations would you make for improving the professional development procedures?

LIST THE PERSONS RESPONSIBLE FOR THE PREPARATION OF THIS SEGMENT

Evaluation of professional staff - performance and career guidance

Each member of staff should be encouraged to think of his/her teaching career as an integrated whole and to regard evaluation of performance as a prerequisite for continued enhancement of that career/vocation.

"A" questions

- 1 Describe briefly how and when teachers are evaluated in respect of:
 - performance in classroom teaching
 - quality of collegueship
 - other areas of responsibility in the school
- 2 State who is responsible for this evaluation. Is there a clear process? Does it include an element of self-appraisal?
- 3 Are key professional staff members evaluated - Administrators, Co-Ordinators, Business Managers, etc

- 4 Who evaluates them? Is there some element of self-evaluation in the process? How regularly is the evaluation carried out? What use is made of this information?
- 5 If there is someone/some group who is responsible for recognizing that an individual staff member is having difficulties in the performance of professional tasks, indicate who this is and what is done about the problem?
- 6 If possible, describe a recent example of this and the process which occurred
- 7 Is there a clearly established procedure for the termination of staff where the School is of the opinion that their performance is unsatisfactory? Please attach copy
- 8 Is the School fully compliant with State and Federal requirements in this area?
- 9 Has the School experienced difficulty with termination of staff? If so what arrangements have been put in place to minimize future difficulty?
- 10 In the case of employment issues and disputes, what internal and external resources does the school draw on?
- 11 Who is responsible for discussing with the staff member his/her continuing career within the school - professional growth, needs of the school, development of skills etc?
- 12 Is there a mentor system within your school? Is the role of the mentor clear? Is it a formal or informal relationship?

EVALUATION

1. Assess the effectiveness of the school's procedures for the evaluation of staff performance within your school
2. How effective are the procedures in furthering the Aims and Objectives of your school

RECOMMENDATIONS

1. What recommendations are there for improving the evaluation of professional staff performance in your school?

LIST THE PERSONS RESPONSIBLE FOR THE PREPARATION OF THIS SEGMENT

PASTORAL CARE AND STUDENT SERVICES

"A" questions

1. What aspects of pastoral care are the clear responsibility of the class teacher/guardian?
2. How does the teacher work together with the parents? Does the child feel the school and the parents are working together?
3. What form does this interaction take - home visits, interviews, other?
4. What back-up services/agencies are there in the school or in the community? Are these clearly known?
5. What use is made of them?
6. Do you have regular child studies in your staff meetings? What processes do these follow? What level of preparation is there, who and what is included in the process - doctor, psychologist, counselor, etc - outside the school's employment? Are family members - parents, grandparents - included?
7. How are these studies followed up? Communication with parents - staff - other who may need to know?
8. What staff do you have available for counselling? What is their background and training?
9. What staff do you have available for support services - remedial, extra lesson, gifted and talented, ESL?
10. What is the process for a teacher to follow who has concerns about a child in order to have these addressed? Is this process clear and consistently followed by teachers?
11. What are the first aid qualifications amongst your staff? Are they regularly updated as required?
12. How are accidents, injuries reported? Who keeps a record of these and where?
13. Do you have a clearly stated Occupational Health and Safety Policy?
14. What aspects of your curriculum in your school address life skills, social skills and personal development?
15. Do you have a "rites of passage" programme for adolescents?
16. How does the school meet the needs of students as they grow into the high school?
17. Does the school have a Peer Support Programme? At what level?
18. Do you have a clearly stated Anti-Bullying Policy and is it widely known amongst staff, students and parents?
19. Is it consistently adhered to in terms of consequences?

20. Do you record and monitor incidences of aggressive or bullying behaviour? Is there a conscious evaluation of the level of this behaviour periodically?
21. Do you have a clearly and publicly stated Discipline Policy/Behaviour Code?
22. Are behaviour management situations dealt with consistently throughout the school - class teachers, specialist teachers, casuals, etc?
23. What reporting of behavioural incidents goes to parents?
24. Have parents complained about the School's disciplinary measures affecting their children? If so how have these complaints been dealt with?
25. Is there an appeal procedure available where expulsion or suspension is the appropriate punishment?
26. Is physical punishment ever used in relation to students?
27. Do you have a clearly and publicly stated Child Protection Policy and are you fully aware of the school's responsibilities under the Child Protection Act?
28. Is there an appointed person in the school who is the interface between the school and DOCS. Are they fully cognisant of the due process? Is it possible for the school to respond immediately and confidently should such a situation arise?
29. Are all the staff aware of the implications of the Privacy Legislation?
30. If not whose responsibility is it to make them aware?

"B" questions

1. How effective are these services in meeting the needs of the students, the parents and the government requirements?

"C" questions

2. What improvements could be made in this area to increase the level of support to students?

LIST THE PERSONS RESPONSIBLE FOR THIS SEGMENT