Peer Review Report

Toolamba Primary School

North-Eastern Victoria Region

School number: 1455

Principal: Heather Kennedy

School Council President: Fiona Boyer

Review Company: Valad Solutions

Accredited School Reviewer: Leon Kildea

Peers: Judy Park Principal Bourchier Street Primary School

Janet Gill Kirkman Principal Verney Road School.

Date of Review Meeting: 10 November, 2015



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# 1. Peer Review Report (Confidential to School Council, Staff and DET)

## 1.1 Evaluation of the School’s Performance against the Strategic Plan

|  | **Goals and targets from previous Strategic Plan** | **Panel view of school performance** | **Considerations for Next Steps** |
| --- | --- | --- | --- |
| **Achievement:**  Achievement is best reported against like schools and learning growth.  While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students’ co-curricular achievements. It should include a range of performance measures. | Goal: To improve student learning achievement particularly in Literacy and Numeracy, from Prep–Year 6.  Targets related to the National Assessment Program – Literacy and Numeracy (NAPLAN) data.  End Year 2015 English (all dimensions) and Mathematics  NAPLAN targets:  • Year 3  • 90% above Band 3  • 60% above Band 4  • Year 5  • 90% at / above Band 5  • 60% above Band 6  Goal: To further develop students’ higher order thinking and meta-cognition capacities  The target related to an increase in the proportion of students assessed as being at or above the VELS Thinking Processes domain standards and progression points appropriate to their year level. | In 2015 all year 3 targets were met. The year 5 targets were not met for the percentage of students at Band five in Spelling and Band six in Reading, Writing and, Grammar and Punctuation. The panel discussed the changes in NAPLAN absolute scores between 2012 and 2015 which indicated a general trend upwards at year 3 but was not matched at year 5. The relative growth rate between years 3 and 5 was also discussed by the panel with the observation that while the percentage of year 5 students experiencing low growth has fallen significantly in most cases, the proportion of students achieving high growth is still a work-in-progress that applies to the full range of student ability.  The panel considered Literacy and Numeracy separately and noted that the use of pre and post testing to guide teaching practice had assisted in improving the rate of relative growth as has changes to the mathematics program and the introduction of initiatives such as Big Write and the recently introduced Words their Way.  The target relating to Thinking Processes was found to be difficult to measure or track growth. The school’s Self Reflection identified the need in future to set goals and targets that are measurable. The panel discussion included the point that higher order thinking could be a consideration in the description of some assessment criteria in all learning areas. | The panel noted the significant progress made by the school in improving the educational outcomes of its students and the considered way in which the school uses data to improve classroom practice.  The panel offered possible strategies to improve the proportion of students achieving high growth which included:   * Reviewing classroom practice including developing an aspirational whole school instructional model across the curriculum. * Providing related professional learning opportunities for staff. * Improving the effectiveness of professional learning teams. * Reviewing the school’s education program and its relationship with the Victorian Curriculum. * Reconsidering the school’s classroom observations, feedback and accountability arrangements, both formal and informal.   Particular attention was given to raising the expectations of students across the full ability range with suggestions for improvement that included:   * More effective modelling. * More persistent, consistent and explicit teaching. * The use of sequential or developmental pathways to inform students of their next learning task and to promote greater risk taking in their learning. |
| **Engagement:**  Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.  Engagement spans students’ motivation to learn, as well as their active involvement in learning.  Engagement also refers to students’ engagement as they make critical transitions through school and beyond into further education and work. | Goal: To develop students who are motivated, engaged, resilient and willing to contribute to the wellbeing of others  Targets:  To improve Student Attitudes to School Survey scores for both girls and boys by 2014 in School Connectedness (to be at or above 4.50), and in Student Motivation (to be at or above 4.60).  To maintain Parent Opinion Survey scores in Student Safety at 5.65 and Staff Opinion Survey scores in  Student Misbehaviour at 2.1 and in  Student Decision Making scores at 4.3.  Student Absences to be reduced to 2009 levels particularly at Year 6. | All targets were met and exceeded, or in the case of the Staff Opinion Survey target not able to be measured due to fundamental changes to the survey.  The panel commended the school on its success in meeting targets set in the previous Strategic Plan.  The panel heard that the school’s improvement in School Connectedness has been the result of factors such as a comprehensive sport program, leadership opportunities for students, a pleasant learning environment, committed teachers including a range of specialist teachers and a differentiated curriculum based on evidence of students’ learning progress. | An analysis of the 2015 Attitudes to School Survey included a consideration of improving student’s attitudes to learning confidence as well as their level of motivation and morale.  The Integrated studies program was seen as an instrument to achieve this by:   * Enhancing the Science component of the program. * Developing more purposeful learning through the school’s Community Program. * Providing open ended tasks that involve higher order thinking. * Developing detailed rubrics that assist in guiding students in setting goals for their next stage of learning. * Designing more authentic tasks with practical outcomes. * Explicitly teaching skills in how to research and how to present findings. * Better planning of integrated programs. * Clarifying those skills that should be explicitly taught. * Clarifying the role of information technology, particularly in relation to coding. * Clearly identifying specific areas that are to be reported on and ‘backwards mapping’ to ensure coherence in the program.   Clarity in reporting to parents was seen as an additional outcome of these initiatives, with some concern being expressed about the available instruction time to implement them. |
| **Wellbeing:**  Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences. | Goal: To improve transition at all levels  Target:  To maintain better than 85% parent approval on items related to transitions on the Parent Opinion Survey | This target has been met and exceeded. The panel again commended the school on reaching its strategic target in this area.  The housing of the pre-school as a part of the primary school was seen as beneficial to the transition program as it facilitated regular and detailed contact between pre-school and Prep teachers. The school’s transition day and the standard of information being communicated between teachers at different levels were also seen as enablers to an effective transition program. The current once-a-week welfare program that was not integrated fully into classroom activities was seen as an area for improvement. | The panel focussed on the Wellbeing factors in the Attitudes to School Survey that had not shown improvement from 2013 data and did not exceed State mean scores.  In this context the panel discussed possible next steps in terms of a more coherent wellbeing program in the school that clearly articulated to the school’s values and is explicitly treated as an ongoing part of students’ normal day-to-day learning in their classroom.  The panel identified some frameworks that the school could investigate and implement to achieve the above ideas. Additional ideas for the development of a wellbeing program include ensuring the use of common language across the school, relating wellbeing to students as learners as well as their social skills, and enhancing the partnership with the pre-school with a common wellbeing framework. |
| **Productivity:**  Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.  Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. | No goals or targets were required in the previous strategic plan. | The panel discussed in general terms the financial position of the school, the provision of information technology resources, the trend of increasing enrolments, and the availability of teaching spaces in terms of benefits and risks in the near future.  Further improving the articulation of the pre-school and primary school education programs was identified as having productivity benefits as was improving the induction arrangements for both staff and students.  An issue of importance to the panel was the provision of ongoing, high value professional learning for all staff associated with the strategic direction of the school over the next four years. | Consideration for next steps in sequence:   * Consult further with staff in developing the strategic direction of the school including the identification of goals and targets for the next four years. * Develop an implementation strategy for areas that may include; an instructional model across the curriculum, a redeveloped integrated studies program (including an enhanced Science component), and aligning the school education program with the new Victorian Curriculum. * Developing a whole school professional learning program for all staff that articulates with the implementation of goals, targets and strategies of the new strategic plan. |

## 1.2 Panel Day Discussions and Recommendations

| **Topics/Areas of Interest discussed by the panel and panel recommendations for improvement** | **Goals and Rationale/Theory of Action** | **Next Steps** |
| --- | --- | --- |
| Achievement  Literacy  The proportion of students experiencing high relative growth is State benchmarks.  The improvements in students’ writing ability since the introduction of the Big Write program and the possibility of using the principles underpinning Big Write in other areas of the curriculum.    Numeracy  Initial indications are that recent changes to the Numeracy program are having a positive effect on student learning outcomes. These initiatives should be given an opportunity to be fully embedded into the school’s education program. | **To improve the relative growth in Literacy of all students.**  Improving the level of expectations of students’ work accompanied by improved classroom practice will result in improved relative growth.  **To continue with the current improvement initiatives in Numeracy ensuring that it is monitored and if needed further developed to progress its ongoing effectiveness.**  Having a common and agreed approach to the teaching and learning of Numeracy supported by effective resources will improve students’ learning outcomes. | Visiting schools that experience high growth to observe the standard of work and classroom practice.  Improved modelling by teachers in the classroom.  Developing a whole school model for effective instruction.  Providing clear and structured feedback based on classroom observations.  Improving the structure and protocols of professional learning team meetings.  Providing clear learning pathways for students to encourage greater risk taking in their learning.  Incorporating higher order thinking into learning activities and assessment rubrics.  Develop a systematic way of monitoring the effectiveness of recent initiatives in the teaching of Numeracy.  Rationalise the pre and post testing schedules including having a clear purpose for each test and test item.  Further develop strategies for students to improve their fluency in their use of mathematical concepts.  Further develop strategies for increasing the level of expectations of students’ work.  Enhance the use of the school’s common learning area more effectively in developing fluid learning groups within and across year levels based on individual learning needs.  Further improve effectiveness by having teachers specialise in the facilitation of specific learning groups. |
| Engagement  Enhancing the Science component of the school’s education program.  Improving the strategies for promoting higher order thinking.  Further developing the school’s Community Program. | **To improve the level of engagement in the school’s integrated studies program.**  By improving the quality of the content, instruction and assessment in the integrated studies program the level of students’ engagement and subsequent learning outcomes will also improve. | Ensure that the various components of the integrated studies program are consistent with the requirements of the Victorian Curriculum.  Investigate resourcing for the school’s Science program such as Primary Connections and Science Connect.  Further integrate learning activities into the school’s Community Program with the aim of improving clarity of purpose and relevance for students.  Incorporate higher order thinking in the design, delivery and assessment of open ended tasks.  Develop clear and detailed rubrics to assist students in setting goals and improving their rate of progress. |
| Wellbeing  Current welfare related programs in the school could be better integrated into the day-to-day classroom activities. | **Investigate and implement a whole school approach to promoting wellbeing and positive behaviour that is related to the school’s newly developed values.**  By integrating strategies to promote wellbeing and positive behaviour into every classroom learning program, students’ wellbeing and behaviour will improve. | Evaluate the current wellbeing related programs operating in the school.  Investigate possible alternative frameworks for promoting wellbeing and positive behaviour.  Ensure that a revised approach will use a common language in every classroom.  Promote the explicit teaching of positive behaviour in every classroom.  Monitor effectiveness through metrics such as Student Morale, Learning Confidence, Classroom Behaviour, and Connectedness to Peers (Attitudes to School Survey).  Partnering with the Pre-school in developing and implementing behaviour management frameworks. |
| Productivity  A risk analysis of the implications having an increasing enrolment on current facilities and resources; for example, the need for specialist staff.  The articulation of the learning programs from the Pre-school to the Primary school.  Sustaining school improvements through induction and professional learning programs and accountability arrangements. | **Develop a whole-of-school professional learning program that relates to the new strategic direction and initiatives in the school through investigation and research and, consultation with staff.**  By having comprehensive and shared professional learning priorities and programs related to the school’s new strategic direction, goals are more likely to be achieved. | Analyse the 2016 – 2019 Strategic Plan for resource requirements and professional learning needs.  Develop a professional learning program that relates to new initiatives and strategic intentions (such a possible new approach to the teaching of Science, integrated studies, inquiry, and positive behaviours).  Evaluate the effectiveness of the professional learning program over the planning period. |

# 2. Peer Review Report Summary (to be published on school’s website)

## Executive Summary

## 2. 1 School Context

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| Toolamba Primary School is located 17 kilometres south of Shepparton, with its 135 pupils residing in the Toolamba township or outlying country areas which are serviced by two buses. The school’s Student Family Occupation index is .34. The school strives to meet the individual needs of all of its students, catering for those who require special assistance as well as fostering talents and interests in all. The school has the equivalent of 5.8 full-time staff; one Principal Class including one Leading Teacher and 0.8 Education Support Staff.  The new school, located in a a bush setting, is of a contemporary design with a strong emphasis on flexible learning spaces. It consists of six classrooms opening onto a central learning space, administration block, library, art room and multi-purpose room. Outside School Hours Care operates out of this space. The school has extensive grounds with play areas to cater for a range of play options for students, including football oval, soccer ground, cricket pitch, vegetable garden, sand pit and two playground equipment areas and shaded sitting and play areas. A Pre-school centre adjoins the school and supports a positive transition in the Early Years. Adjacent to the school are community amenities which further enhance the learning spaces available for our students. These consist of a community hall, tennis courts and sporting oval.  Toolamba Primary School offers a comprehensive curriculum. Numeracy and Literacy are a priority with coordinators appointed to lead these areas. Individual Learning Plans are developed for all students with a focus on precise and personalised learning. A computer ratio of 1:1 ensures that information and communication technology is embedded across the school. Interactive whiteboards are utilized in all learning spaces and a bank of iPads further enhances the technology program offered at the school.  The school is committed to providing a safe, supportive and stimulating learning environment where teachers have high expectations for student learning. To ensure programs are consistent, staff plan in year level teams, providing differentiated learning through fluid ability grouping in reading, writing and numeracy. Timetabling, meeting structures and relevant professional development support staff in their use of whole school planning documents, lesson structures and assessment schedules. Systems, resources, structures and leadership have been aligned to ensure a streamlined and accountable approach to teaching and learning at Toolamba Primary School.  Specialist Teachers for Art, Physical Education, Music, Language (other than English), and the ‘You Can Do It’ Program (Personal learning and Interpersonal Development) allow the school to cater for a wide range of student needs and interests. Students also have the opportunity to participate in a wide variety of sporting events, leadership opportunities, excursions and camping programs. Parent participation is actively encouraged through School Council, Parents and Friends' Club, and a diverse range of extra-curricular activities. |

## 2.2 Summary of the School’s Performance

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| **2.2.1 Assessment of performance over the review period (2012-2015)**  The review evaluated school performance in relation to the 2012-2015 School Strategic Plan (the Plan) and subsequent Annual Implementation Plans which have been developed to provide annual goals and directions for staff and for school improvement.  *Achievement*  The school’s goal to improve student learning achievement in Literacy and Numeracy as measured by the National Assessment Program – Literacy and Numeracy (NAPLAN) in year 3 and year 5 were all met by 2015 for year 3 students. The targets of having 90 percent of students at least at the expected level and 60 percent of students above the expected level in year 5 Literacy and Numeracy were not all met despite considerable progress in improving the growth in student learning between years 3 and 5.    *Engagement*  The goal to develop students who are motivated, engaged, resilient and willing to contribute to the wellbeing of others was measured by improvements in the scores of related factors in the Student Attitudes to School Survey (School Connectedness and Student Motivation) and the Parent Opinion Survey (Student Safety). In addition the school aimed to reduce student absences to 2009 levels. By the end of the planning period all these targets were met.  *Wellbeing*  The success of the goal to improve transition at all levels was measured by a target of maintaining better than 85 percent parent approval on items related to transitions on the Parent Opinion Survey. By 2015 this target was met. |

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| 2.2.2 Summary of the considerations for the next Strategic Plan *Achievement*  The review recommended a focus on improving the relative growth in Literacy of all students. The continuation of the recent improvement initiatives in Numeracy was also recommended, ensuring that the initiatives are monitored and if needed further developed to progress ongoing effectiveness.  The review found that Toolamba Primary School has introduced programs in areas such as Writing and Numeracy that have been effective in achieving notable improvements in student learning outcomes. Improvements over the four year planning period have generally been in the form of reducing the proportion of students who are experiencing low growth in their learning. For example in 2015, the proportion of students with low growth in Writing is less than a third of the expected proportion across the state. Evidence of student learning growth also indicates that there could be further improvements in the proportion of students who achieve high rates of growth. This recommended area for the next planning period has possible implications for the design of the school’s education program, methods of instruction and, the types and uses of assessments.  *Engagement*  The review recommended improving the level of engagement in the school’s integrated studies program as a consideration in the next strategic plan.  A potential area of focus over the next planning period is to improve students’ attitudes to their learning. Students’ Attitudes to School Surveys indicate that factors such as Stimulating Learning and Learning Confidence could be further improved. The review panel identified the Science component of the integrated studies program as an area for further development along with developing more purposeful learning through the school’s Community Program, providing open ended tasks that involve higher order thinking, and developing detailed assessment rubrics that assist in guiding students in setting goals for their next stage of learning. Related areas in the integrated studies program for further development suggested by the panel included designing more authentic learning tasks that have practical outcomes, as well as explicitly teaching students skills in how to investigate and research and, how to present their findings.  *Wellbeing*  Investigating and implementing a whole school approach to promoting wellbeing and positive behaviour that is related to the school’s newly developed values was identified by the review as a possible strategic goal.  The review found that the current approaches to student wellbeing were not explicitly related to the school’s recently developed values and the delivery of the wellbeing program was somewhat separated from students’ daily classroom routines. An evaluation of the current wellbeing related programs operating in the school was suggested in the review along with an investigation into possible alternative frameworks for promoting student wellbeing and positive behaviours. It was recommended that a revised program should make use of common language across the school community and promote the explicit teaching of positive behaviour in every classroom. A possible partnering arrangement with the pre-school in the development and implementation of a behaviour management framework was also seen as an area for future improvement.  *Productivity*  The review recommendad that the school develops a whole-of-school professional learning program that relates to the new strategic direction and initiatives in the school.  The review suggested that after the main components of a draft 2016–2019 Strategic Plan were developed the resource requirements and professional learning needs of new strategies should be analysed. The outcome of this would be to develop an on-going professional learning program that closely relates to new initiatives and strategic intentions, such a possible new approach to the teaching of; Science, integrated studies, inquiry, and positive behaviours. An evaluation of the effectiveness of the professional learning program over the planning period was also recommended. |

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| **2.2.3 Next steps**  Toolamba Primary School is well placed to continue to improve and optimise student learning outcomes. The flexible physical learning environment supports a wide range of learning opportunities and the staff are dedicated and enthusiastic about continuously improving student learning outcomes through the analysis of data, receiving feedback and professional collaboration. |

# Appendix 1: Focus of the Review: Terms of Reference and Methodology

**Aim / Purpose**

**Achievement**

* To what extent has the school implemented agreed, consistent pedagogical approaches to the teaching of literacy & Numeracy?
* How effectively has the school used and tracked achievement data to differentiate learning opportunities for all students?
* How do we ensure that all students maximise their growth in literacy & Numeracy?

**Engagement**

* To what extent are students stimulated and motivated in their learning?
* To what extent are students engaged in learning opportunities that promote student voice?

**Wellbeing**

* How effectively did we develop partnerships and processes to promote student wellbeing?
* How can we provide a balanced positive behaviours Program to cater for all students equally?

**Productivity**

* How can school resources best be utilised to support productivity and improved student learning?

**Methodology**

For this Review we have endeavoured to gain a representative view from across the school community and stakeholders to develop our school’s Self Evaluation. The process was led by the principal, supported by the leadership and teaching staff. The principal sought input from two principals who were forming part of the panel for the Review day. A meeting was held with both Judy and Janet and their guidance was sought.

School Council has been kept informed about the process and involved in developing the vision and values of our school. The School Self Evaluation has been undertaken during Term 2 and 3 through a process of discussion, consultation and feedback incorporating the whole school community.

The Principal and teachers are familiar with school data as they interrogate each set as it is completed. In November, each year the Annual Implementation Plan (AIP) is reviewed and discussion takes place regarding set targets, resources and roles.

We undertook whole staff discussion during professional learning time over a period of 3 weeks in terms 2& in Term 3 we dedicated a day to the process. The questions we used in looking at the data for Achievement, Engagement and Wellbeing were:

* *What is working well?*
* *What are the challenges?*
* *What are the solutions or possibilities?*

**Data used:**

**Achievement**

* NAPLAN -Reading, Writing ,Number (grades 3-6)
* AusVELS- Teacher judgements: Reading, Writing, Maths
* All data sets linked to Whole School Assessment Schedule.

**Student Engagement & Student Wellbeing**

* Attitudes to School student survey
* Attendance
* Parent Opinion Survey
* Toolamba Parent Survey 2015
* Toolamba Prep parent survey 2015
* Kinder Survey

The Principal and Assistant Principal took on the task of drafting, collating data and preparing the final report for comment by staff, school council and interested members of the wider community before being submitted to the Reviewer.

The School Reviewers Report will inform the School Community of conclusions and recommendations contained in the School Self Evaluation. These will form the basis of the schools new Strategic Plan for 2016 – 2019. We have tried to ensure this was an inclusive process to reflect views of our whole community. We view this report as being a celebration of the achievements of the students, teachers, staff and parents who are so actively involved in learning.

The School Review will be held at Toolamba Primary School and an agenda for the day is attached. The Principal will manage the day and ensure that all attendees are provided with the necessary documentation for this day. Discussion will be chaired by the Reviewer. Attendees will have a variety of expertise and have the opportunity to provide different perspectives. All attendees will be provided with the Self Evaluation Document in advance.

**Timeline for the review**

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| Date | Activity | Resources | Action officer |
| Term 1 | Briefing to Mooroopna Cluster principals on the self-evaluation process for peer review | Ardmona PS  Jennifer Small SARRP  Shepparton principals  Jan Gill –Kirkman  Dougie Souter  Rosemary Hepworth | Jennifer Small SARRP |
| 24/01/15 | Briefing to staff on upcoming review | Principal | Heather Kennedy |
| 16/03/15 | School Council- School data for Annual report to community  Briefing about Self Evaluation process | School Council members | Heather Kennedy |
| 24/03/15 | School Review Focus group: Overview of data sets achievement numeracy/literacy | Leadership Team | Heather Kennedy |
| 4/05/15 | School Council school review: vision & values | School Council Members | Heather Kennedy  Dr Lisa Bourke |
| 23/05/2015 | PLT Examine Data set related to Student Learning | PLT Meeting | Heather Kennedy  Craig Thompson  Filippa Kimmorley |
| 5/5/2015 | Vision & Values | Classroom Teachers | Heather Kennedy |
| 7/05/15 | Vision & Values  Staff Meeting | Feedback School Council  Staff  Values Cards  Vision Statements | Heather Kennedy |
| 20/05/15 | Staff meeting & school review & VRQA policies staff input for Toolamba PS parent survey | VRQA website DET Edugate page  Professional Learning Schedule  Principal  Curriculum Committee | Jenny Davey  Heather Kennedy  Craig Thompson |
| 20/05/2015 | PLT Examine Data set related to Student Engagement & Wellbeing | PLT Meeting | Heather Kennedy  Craig Thompson  Filippa Kimmorley |
| 12/06/2015 | Self Assessment Day | Curriculum Day  Toolamba Staff | Heather Kennedy |
| 15/06/15 | School Council meeting reviewed VRQA policies | School Council members | Heather Kennedy |
| 25/06/2015 | Toolamba Parent Survey sent out. | Newsletter | Heather Kennedy  Jenny Davey |
| 29/06/15 | Vendor Process | Heather Kennedy  School Holidays  Edugate | Heather Kennedy |
| 4/08/15 | P/L School Review VRQA policies & documentation | Jenny Davey | Heather Kennedy |
| 18/08/15 | P/L School Review VRQA policies & documentation  Toolamba PS parent survey results | Staff meeting | Heather Kennedy |
| 21/09/15-29/09/15 | Collation of Feedback, surveys  Draft of Self Evaluation | School Holidays | Heather Kennedy |
| 21/09/15-29/09/15 | Compilation of VRQA Registration Requirements Folder | School Holidays | Heather Kennedy |
| 26/10/2015 | Draft of self-evaluation distributed to school staff | School leaders meeting | Heather Kennedy |
| 4/11/2015 | Final edition of self-evaluation completed and sent to reviewer, peer principals, SARRP.  School Councillors  School staff | Leon Kildea  Judy Park, Janet Gill Kirkman Jennifer Small | Heather Kennedy |
| 4/11/15 | Self-Evaluation and terms of reference phone conversation with reviewer. |  | Heather Kennedy  Leon Kildea |
| 4/11/15 | Planning for panel day | CRTs to release teachers | Heather Kennedy  Tracey Ritchie |
| 10/11/2015 | Panel day | School Reviewer  2 peer principals  School Council president  Principal  School staff attending different sessions | Heather Kennedy  Leon Kildea |
| November 2015 | Completion of report | Leon Kildea |  |
| November 2015 | Presentation to staff | Professional Learning meeting |  |
| November/December 2015 | Presentation to school council | School Council Meeting | Leon Kildea |
| November/December 2015 | Submission of report |  |  |

**Panel Agenda.**

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| --- | --- | --- | --- |
| Time | Activity and purpose | Who | Expected outcomes (i.e. what we expect this activity will achieve) |
| 9am | Welcome –Heather Kennedy  Panel meeting-Leon Kildea to chair the day  Introduction and overview for the day  Discussion of self-evaluation and the findings | Reviewer-Leon Kildea  Principal-Heather Kennedy  Peer Principals-Judy Park  Janet Gill Kirkman  Senior Advisor -Jennifer Small | Overview for the day and a discussion of self-evaluation and the findings |
| 9.00 to 9.20 | School Orientation | Panel members |  |
| 9.20-9.25 | Student achievement data |  |  |
| 9. 20 to 10.30 | Student Achievement-Literacy   * To what extent has the school implemented agreed, consistent pedagogical approaches to the teaching of literacy? * How effectively has the school used and tracked achievement data to differentiate learning opportunities for all students? * How do we ensure that all students maximise their growth in literacy? | Panel members  Literacy Co-ordinator-Filippa Kimmorley  Leadership Team  Craig Thompson  Patrice Anset  Jayne Sproule  Jenny Bathman | Recommendations for Improvement |
| 10.30 to 11.25 | Student Achievement-Numeracy  as above   * To what extent has the school implemented agreed, consistent pedagogical approaches to the numeracy? * How effectively has the school used and tracked achievement data to differentiate learning opportunities for all students? * How do we ensure that all students maximise their growth in numeracy? | As Above  Sarah Maskell | Recommendations for Improvement |
| 11.25 to 11.30 | Reflection |  |  |
| Morning tea 11.30 to 11.45 |  |  |  |
| 11.45 to 11.50 | Student Engagement and Wellbeing data |  | Recommendations for Improvement |
| 11.50 to 12.40 | Student Engagement   * To what extent are students stimulated and motivated in their learning? * To what extent are students engaged in learning opportunities that promote student voice? | Panel members  Classroom teachers   * Maria Serra * Sarah Maskell * Bob Boyer |  |
| 12.40 | Reflection |  |  |
| 12.45 to 1.25 | Student Wellbeing   * How effectively did we develop partnerships and processes to promote student wellbeing? * How can we provide a balanced positive behaviours Program to cater for all students equally? | Classroom teacher-  Shane Lewis  Jenny Bathman | Recommendations for Improvement |
| 1.25 to 1.30 | Reflection |  |  |
| 1.30 -2.00 lunch |  |  |  |
| 2.00 to 2.30 | Productivity Resource discussion   * Staff * Funds * Time * Space * Facilities * ICT * How can school resources best be utilised to support productivity and improved student learning? | Panel members  Business manager  Jenny Davey  Juanita Lardner  School Council president-Fiona Boyer | Recommendations for Improvement |
| 2.30 to 3.30 | Recommendations for improvement   * Student achievement * Engagement * Wellbeing * Productivity | Panel members |  |
| 3.30 to 3.40 | Thank Panel  Afternoon tea |  |  |
| 3.40 to 5.40 | VRQA Registration Requirement check | Leon Kildea  Jenny Davey  Filippa Kimmorley  Craig Thompson  Patrice Anset  Heather Kennedy |  |

# Appendix 2: Registration Requirements: Summary Statement

[insert school name]

*Signature of Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_ /\_\_\_\_ /20\_\_\_*

*Name of Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Registration requirements to be met by all Government schools** | *Is the registration requirement met?* |
| **SCHOOL GOVERNANCE** | |
| * Democratic principles *Evidence provided to VRQA by the Department* | |
| * Structure *Evidence provided to VRQA by the Department* | |
| * Philosophy (e.g. - SSP, AIP) * Statement of school philosophy * Explanation of how philosophy is enacted | Yes No |
| * Not-for-profit status *Evidence provided to VRQA by the Department* | |
| **ENROLMENT** | |
| * Student enrolment policy **(Specialist and Specific Purpose\*[see below] schools ONLY)** | Yes No  N/A |
| * Student enrolment numbers *Evidence provided to VRQA by the Department* | |
| * Register of enrolments *Evidence provided to VRQA by the Department* | |
| **CURRICULUM AND STUDENT LEARNING** | |
| * Time allocation per learning area (e.g. Timetable) * Explanation of how and when curriculum and teaching practice will be reviewed   (e.g. - SSP, AIP, Curriculum Committee minutes, staff Professional Development)   * Outline of how the school will deliver its curriculum (e.g. Scope and sequence) * A whole school curriculum plan (e.g. Scope and sequence) * Documented strategy to improve student learning outcomes (e.g. - SSP, AIP) | Yes No |
| * Monitoring and reporting on students’ performance *Evidence provided to VRQA by the Department* | |
| **STUDENT WELFARE** | |
| Student welfare   * Student Welfare policy and procedures * Bullying and Harassment policy and procedures | Yes No |
| Student safety   * On-site supervision policy and procedures * Excursion policy and procedures * Camps policy and procedures * Ensuring safety and welfare of students with external providers policy and procedures | Yes No |
| Student care   * Care arrangements for ill students * Distribution of medication policy and procedures * Anaphylaxis management policy and procedures * Register of staff trained in first aid * Record of student medical condition and management | Yes No |
| Additional evidence   * Mandatory reporting policy and procedures * Accidents and incidents register * First aid policy and procedures * Internet policy and procedures * Critical incident plan * Emergency management plan * An outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community * Emergency bushfire management | Yes No |
| **DISCIPLINE** | |
| * Behaviour management policy and procedures (including procedural fairness and an explicit statement prohibiting corporal punishment) * An outline of how the school communicates these policies and procedures to the school community | Yes No |
| **ATTENDANCE MONITORING** | |
| * Attendance monitoring *Evidence provided to VRQA by the Department* * Attendance register *Evidence provided to VRQA by the Department* | |
| **STAFF EMPLOYMENT** | |
| Teachers’ requirements   * Register of all teachers with name, VIT registration number and category | Yes No |
| Compliance with Working with Children Act 2005   * Procedures to ensure that all required staff have *Working with children check* * A *Working with children check* register * Procedures to maintain the *Working with children check* register | Yes No |
| **SCHOOL INFRASTRUCTURE** | |
| * Buildings, facilities and grounds *Evidence provided to VRQA by the Department* * Educational facilities *Evidence provided to VRQA by the Department* | |
| **OTHER REQUIREMENTS** | |
| Information about school performance *Evidence provided to VRQA by the Department* | |
| * Registration of an additional year level or campus *Applicable only when required* * Changing a school type or location *Applicable only when required* | |

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| **Additional registration requirements to be met by schools offering a senior secondary course or qualification (VCE / VCAL / IB)** | |
| Student learning outcomes   * Current student and staff handbooks * Sample student learning sequence * Procedures and documentation to indicate staff have been provided with current and accurate information * Policies and procedures to enable compliance with the awarding body | Yes No |
| Student records and results   * Policies and procedures to maintain accurate student records * Policies and procedures to undertake an annual analysis of records and results * Policies and procedures to monitor patterns of student participation and completion rates | Yes No |
| Student welfare   * Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs | Yes No |
| Teaching and learning   * Qualified and competent staff to teach and assess the class * Suitable teaching resources and physical facilities to provide the course * Processes to ensure consistent application of assessment criteria * Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments | Yes No |

If you require support regarding the minimum standards:

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

If you would like examples of further evidence to supply please see: [VRQA registration requirements for Victorian Government Schools](https://edugate.eduweb.vic.gov.au/sc/sites/SchoolReorganisation/minimumregistrationrequirements/SupportDocuments/VRQA%20registration%20requirements%20for%20Victorian%20Government%20Schools.doc).

\* The Victorian Registration and Qualifications Authority (VRQA) has registered the following schools as Specific Purpose schools:

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| * Austin Hospital School * Avenues Education * Blackburn English Language School * Collingwood English Language School * Croydon Community School * Distance Education Centre Victoria * John Monash Science School * Kensington Community High School | * Lynall Hall Community School * Noble Park English Language School * Sovereign Hill School * Sydney Road Community School * The Alpine School * Travancore School * Victorian School of Languages * Western English Language School |