Peer Review Report

Parkhill Primary School
North East Victorian Region (NEVR)

School number:	5416
Principal:	Rod McKinlay
School Council President:	Greg Ditton
Review Company:	RADII
Accredited School Reviewer:	Leslie Tulloch
Peers:	Mark Roberts
Date of Review Meeting:	29/7/15

Contents

1. Executive Summary

Parkhill Primary school (PPS) is a co-educational P-6 school located in the suburb of Ashwood 15 km east of Melbourne CBD in the city of Monash. The school draws the majority of students from the immediate locality. The current enrolment of the school is 330 students, and enrolments are growing. Significant building and grounds upgrades over the strategic period, attractive modern playgrounds, and stimulating learning areas combine to provide a welcoming environment for students led by a team of committed teaching and support staff. The Student Family Occupation (SFO) index has remained static over the strategic period and is currently 0.51.

Staffing has been relatively stable over the period with a complete change to the long-term Principal class team in 2013. There is a commitment by staff to agreed values and beliefs, focussed on helping students to improve their learning. Individual differences are catered for through effective intervention and enrichment programs. The school is aware that students are looking for their learning to be purposeful and stimulating and this remains a challenge for every teacher. The leadership team will continue to build teacher capacity within the context of the individual, team and whole school. Emphasis will be placed on ensuring that the teaching of a rich and rigorous curriculum is apparent in every classroom. The establishment of Professional Learning Teams (PLTs) has created leadership opportunities, allowing for the implementation of key teaching and learning strategies across the whole school, and has led to a stronger sense of collaborative teamwork amongst teaching staff. Teams meet regularly to plan collaboratively and regularly audit and evaluate all processes and protocols. The review noted that there is scope for this model to be further developed and explored, and suggested that increased professional learning for all staff around working in PLT's, should be an ongoing focus in the new School Strategic Plan (SSP).

PPS uses the pedagogical frameworks of Inquiry and the Gradual Release of Responsibility when reflecting on teaching and learning, and the school has also begun to implement a teaching framework based on John Hattie's work around authentic learning intentions and success criteria. Whilst staff members have had considerable professional learning around implementing the use of these pedagogical models, it is still an evolving process and supporting staff to consistently apply the use of these frameworks should continue to be an ongoing priority for the school. Teachers use strategies based on differentiated teaching, student directed learning, cooperative and shared learning within mixed ability classrooms. Inquiry based units are planned school wide in Years P-6, covering the full range of AusVELS domains. They aim to prepare students to be self-motivated independent learners with the ability to set their own learning goals. The school is investigating options to become an accredited Primary Years Program (PYP) school in the next strategic period, which would strengthen this direction.

The schools' learning outcomes are consistently above the state benchmarks and those of like schools in its AusVELS and NAPLAN scores. An examination of 2012-2014 NAPLAN data concluded that literacy and numeracy outcomes were generally well above the median for the state and also suggests that many students made progress and have improved achievement levels in line with expectations for the school and state. Most of the targets set were achieved, in both teacher judgements (TJ) and NAPLAN data, and the school has shown considerable improvement in all measureable areas from the targets outlined in the previous School Strategic Plan (SSP). The school provides comprehensive support for students with special needs. Individual Learning Plans (ILP's) are developed for each student outlining statements of current behaviours and skills and ILP's regularly include social skills. These provide a valuable forum to parents. Staff members have a strong sense of collective responsibility toward all students, and a school database is beginning to be used to track and record important information relating to individual children with all PSD and official referrals centralised.

Over the strategic period, the school has initiated several improvement strategies around assessment and reporting. More rigorous and relevant assessment schedules were introduced for literacy, numeracy and specialist subject areas, and the school has embarked successfully on the collection and analysis of student data to inform daily teaching practice, leading to a level of consistency and a strategic focus in teaching and learning programs. This process will continue with an additional effort to include rigorous learning opportunities to challenge high achievers. Reviewing and evaluating the assessment schedule regularly will ensure assessments remain relevant and informative for teachers. Consistency of application is a priority area for the new strategic period.

The school has a strong wellbeing focus and works hard to promote and embed understandings, skills and attitudes that promote positive, lifelong learning and resilience. The students' rights, responsibilities and values are woven throughout the curriculum ensuring that learning tasks are essentially meaningful and relevant. The emphasis on wellbeing programs led to a greater sense of school connectedness, peer connectedness, as well as learner confidence. Student attitudes to school survey showed most variables above the state in 2014. Staff and parent data commented on the high levels of engagement evident in classrooms, and teachers and students work together to design, modify and develop interesting and engaging learning programs. Computers, iPads and interactive whiteboards along with multimedia, have combined to also enhance engagement. The more sophisticated use of technology, which sets high expectations and enables more student personalisation while aiming for consistent and scaffolded application across the school, is recommended as an action for the next SSP. A wide range of other programs designed to support engagement and wellbeing and add to the richness of the school experience include activities such as; Science; sustainability programs; Visual Arts; sporting activities and a variety of lunchtime activities. Many of these activities are strongly aligned to the work done in classrooms or within Inquiry units of work.

Parkhill Primary School continues to build an extremely positive image within the community and is being acknowledged for some very fine achievements. All staff members are highly committed to the students in their care and are willing to work together to improve outcomes. The school has embraced many changes over the strategic period and the leadership team is committed to building the capacity of teachers and ensuring high levels of accountability among staff. By continuing to maximise the skills and talents of staff the school will continue to build a sense of shared responsibility and efficacy.

2. Terms of Reference

Peer Review – Parkhill Primary School

Region: North Eastern Victoria Region
School number: 5416
Year/semester of review: Term 3, 2015
Review report due date: 29th July 2015
Review report author: Leslie Tulloch

Aim / purpose

The peer review addresses the school's performance on the areas of student achievement, student engagement, wellbeing and school productivity as reflected in the school self-evaluation. The review considered how the school's current operations, structures and practices are contributing to student outcomes to make recommendations for the next stage of development. The school's governance, management and performance will also be assessed against the VRQA minimum standards.

The following Terms of Reference provided a guide to the scope and focus of the review.

1. *To what extent has the school developed, communicated and consistently implemented an appropriate and effective pedagogy that will significantly improve the progress and achievement of students?*

   - To what extent have the capabilities and instructional practice of all teachers and staff been developed?
   - How effective have the school's programs been in developing leadership and sharing of responsibilities for teachers throughout the school?

2. *How successfully do current curriculum and school structures support students to be actively engaged in their learning and reach their maximum potential in a connected, engaging environment*
   - To what extent has a whole school curriculum plan for teaching and learning been developed?
   - Does the school's successfully differentiate the curriculum to cater for the diverse needs of students?

3. *Examine consistency across the school of teaching and learning and the extent to which teachers have a deep understanding of pedagogy, planning and assessment*
   - How have we built teacher capacity to improve the teaching of writing, inquiry & mathematics across the school?
   - To what extent have recent innovations (particularly in Mathematics, Inquiry and writing) impacted upon classroom practice and improved learning outcomes?

4. *To what extent do the leadership structures, partnerships with parents and community and school processes support improvement in student engagement & wellbeing across the school?*

   - How effective have we been in engaging and connecting students within, and beyond, their local community?
   - How effective have the school's programs engaged students in their own learning, in particular through ICT, Performing Arts and Science?
   - How effective have the teaching and learning programs been in ensuring smooth and improving AusVELS transitions as students move through year levels?
   - How effective have we been in developing consistent teaching strategies across the school reducing variability between levels and between classes.

Methodology

Table 1: Timeline for the review

Date	Activity	Resources	Action officer
28.07.14	Bastow School Review Professional Learning	DEECD Professional Practice and Performance for Improved Learning	Rod McKinlay
13. 02. 2015	Initial 'phone and email communication with reviewer		Rod McKinlay Leslie Tulloch
13.02.2015	Download and collation of review guidelines and proforma. Initial preparation of school review checklists. Initial preparation of review day activities / questions	DEEC and Monash University review resources 2014 Information from RADII Reviewer	Leslie Tulloch
30.07.14	Briefing to staff on upcoming review	Departmental documents	Rod McKinlay
Mar – May 2015	Staff development and planning for Review	School Self Evaluation	Rod McKinlay
18.06.2015	Visit to school by Reviewer Copies of the self-evaluation and relevant data were provided in both electronic and hard copy to the Reviewer and Peer Principals.	School Self-Evaluation, Terms of Reference, Agenda	Leslie Tulloch Rod McKinlay
24.06.2015	Staff development and planning for Review	School Self Evaluation	Rod McKinlay
15.07.2015	Staff development and planning for Review	School Self Evaluation	Rod McKinlay
22.07.2015	Staff development and planning for Review	School Self Evaluation	Rod McKinlay
29.07.2015	Panel Meeting	Host Principal: Rod McKinlay Peer Principals: Mark Roberts School Council President: Greg Ditton Staff: Elaine Brady (AP), Michelle Smith, Dyon Hunt, Des Schlack, Jan Tuck, Jackie Knight, Cathy Bateman	Leslie Tulloch
10/8/15	Drafting of Review Report		Leslie Tulloch
14/8/15	Finalisation of Review Report following consultation with Host and Peer Principals		Leslie Tulloch
19/8/15	Presentation to staff		Leslie Tulloch
17/9/15	Presentation to school council		Leslie Tulloch
15/8/15	Submission of report		Leslie Tulloch

Accredited school reviewer
Leslie Tulloch, RADII: Accredited School Reviewer.
Leslie has extensive experience as a reviewer and curriculum consultant, principal and Senior Education Officer.

Signatures
Accredited School Reviewer:
Name: Leslie Tulloch   Date: 29/7/15

School Principal:
Name: Rod McKinlay   Date: 29/7/15

School Council President:
Name: Greg Ditton   Date: 29/7/15

3. Evaluation of Performance against the Strategic Plan

Achievement	Panel view of school performance	Panel Recommendations for improvement (Actions for Improvement)

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. 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.
 	
Goal and target from former strategic plan
GOALS:
To foster the achievement of high quality educational outcomes for all students.
To develop curious learners who are literate, numerate, and creative.
TARGETS:
1.1 At least 40% of students in Years P - 6 will achieve above the expected VELS standard (A or B) in Literacy (Reading, Speaking & Listening) and Numeracy (Number, Measurement, Chance & Data). At least 35% of students in Years P-6 will achieve above the expected VELS standard (A or B) in Literacy (Writing).
 	
1.2 The NAPLAN matched cohort learning growth for Writing will be above the state mean.
	The school has worked hard throughout the period of the SSP to improve pedagogy and practice. Over the past four years, the school has worked together, to provide students with an environment that balances their academic well-being with their physical, social and emotional health. Inquiry based learning operates across all years P-6, and AusVELS has been fully implemented across the school with student progress measured across the standards.
	
	Teachers are required to track students regularly; Teachers record student achievements and ongoing progress, tracking the student from Foundation through to Year 6. All staff members are accountable for this data, and are encouraged to view the students as *our students* rather than *my students.* The school is investigating the implementation of a software tool such as *Compass* to more effectively track and record student data from all formal assessments. This will be a priority focus in the new SSP.
	
	Student learning goals set in the previous SSP centred on improving learning outcomes in Literacy and Numeracy across Years P-6. Many targets set in the SSP were met and the school has introduced various strategies that have led to considerable improvement in all measureable areas from the targets outlined in the SSP. The review panel noted that student achievement has been above the state for most of the strategic period and there are many students showing positive growth. The following is a summary of outcomes over the period of the SSP.
	
	An examination of 2012-2014 NAPLAN data, concluded that PPS's *means* as a percentile in literacy and numeracy outcomes were generally well above the median for the state. The data suggests that many students made progress during the current strategic period and have improved achievement levels in line with expectations for the school. The SSP target was to have the matched cohort learning growth for Writing above NMS. In 2014 NAPLAN cohort data met this target and shows considerable improvement in Writing across all years of the Strategic Plan. In Year 3 2014, the percentage of students achieving 2 or more bands above National Minimum Standard was 93.9% Reading, 84.5% Writing and 90% Numeracy. In 2014 All Year 3 NAPLAN data was higher than the state.
		• Explore and strengthen knowledge and understanding of differentiation and the use of data to target student needs -social, academic and emotional behaviours.
		
		• Build capacity of students to take greater ownership of their learning
		• Continue to build and deepen the capacity of staff in effective teaching and learning
		   • Differentiate staff professional learning and coaching at point of need
		   • Build distributive leadership and develop a succession plan
		
		• Examine current reporting/data structures - Investigate online tracking tool (reporting/data systems) – such as *Compass*
		
		• Review and audit assessment schedules – Literacy/Numeracy
		
		• Review and update school's Reading curriculum and scope and sequence documents - link to writing and use Inquiry as a focus to be consistent across the school
		
		• Further embed the use of Writing framework *7 Steps to Writing*

Achievement	Panel view of school performance	Panel Recommendations for improvement (Actions for Improvement)
	Year 5 2014 NAPLAN data indicates the number of students two or more bands above the NMS has generally increased over the strategic period. Numeracy, Grammar & Punctuation and Spelling were relatively strong across the period with the percentage of students two or more bands above National Minimum Standards, at 73%, 71.5% and 78.6% respectively. Writing data was lower with 50% of students in the top three NAP bands, and Reading with 67.8%. In 2014 all Year 5 NAPLAN data, with the exception of Reading data scored higher than the state. The relative gain and matched cohort NAPLAN data indicate that most students are making growth between Year 3 and year 5. The strongest matched cohort data is in Grammar and Punctuation and Numeracy with growth exceeding state growth in 2012-2014. Spelling and Writing matched cohort growth exceeded or matched state growth. Reading growth did not match state growth. **Writing** - This has been an area of considerable improvement across the school. Across the school, student outcomes show most students achieving at or above the state, although SSP targets were not always met. The combined AusVELS teacher judgement data (TJ) from Years P-6 showed most students achieving at or above the expected level, with a significant number achieving well above the state level. The school has trialled a writing framework, *Seven Steps to Writing* and there is some anecdotal evidence to suggest this is having a positive impact on writing achievement. Panel discussion suggested further implementation and embedding of this model is recommended across the school. **Reading**–The combined AusVELS TJ data from Years P-6 showed almost all students in Years P-6 achieving at or above the expected level, with a high proportion of this number achieving well above the expected level. However, Reading is as an area that has been generally lower than other domains over the strategic period, particularly in the upper grades, signalling this to be an ongoing priority in the next SSP. **Numeracy** – Fewer students generally were judged to be achieving below expected level. Most of the targets from the SSP were met, and both TJ and NAPLAN data show a high proportion of students performing above expected levels. Staff participated in whole school Numeracy professional learning. Panel discussion suggested that developing the capacity for classroom teachers to reflect on instructional practices has effectively assisted students in developing their mathematical understandings, and improved levels of engagement, indicating these strategies should continue in the new strategic period. Over the strategic period, P-6 Professional Learning Teams (PLT's) teams have been introduced to better support teacher development, collegiate practice and student learning. All teachers are	• Provide professional learning to develop knowledge agreed pedagogical approaches and supporting research such as Gradual Release of responsibility (GRR) • Deepen staff understanding of working in PLT's - investigate PLT models such as *Dufour, and Patrick Griffin* • Increase and expand model of moderation in literacy/numeracy to ensure that teacher judgments are consistent within grades and across the school and align with other data sources. • Review Reading/Spelling across the school and introduce a consistent approach such as Independent Reading - Maybe visit other schools to observe best practice in Reading/Spelling • Provide relevant leadership PL for teachers to ensure consistency of pedagogy - Investigate Bastow course • Develop further Numeracy S&S • Raise the profile of maths further – make further connections to Inquiry (IB) • Continue with team planning for consistency

Achievement	Panel view of school performance	Panel Recommendations for improvement (Actions for Improvement)
	part of these teams, and share common planning time where possible. The school acknowledged that there is considerable scope to re-think the model of PLT's to allow adequate time to attend to the core business of teaching and learning, as well as administrative duties and professional learning across the school. It will also be critical to provide additional professional learning for teachers to fully understand the model of PLT's ensuring they are effective forums to share practice and focus on student learning. Reviewing PLT structures and protocols and time allocations for all meetings to ensure a rigorous meeting schedule is adhered to and embedded, should be a high priority focus for the new strategic period. There is some variation in both how teachers analyse data and teachers' understanding of how to use assessment in a consistent way to inform instruction at the point of student need. Staff have worked hard to improve the way they use data to inform practice, although the school acknowledged this is an area where further work is required. Reviewing and updating the assessment schedule would help streamline the number of assessments the school conducts and assist teachers to prioritise the relevant assessment data. Writing moderation is used within grades and across the whole school; however the school would benefit from further expansion of this practice to better inform planning and to allow for more consistency in differentiation of writing instruction. The school has worked hard to develop consistent curriculum documents across the school, particularly in Writing. It recognises the need to further audit curriculum units and develop consistent scope and sequence documentation for Literacy, Numeracy and Inquiry Units to align with school pedagogy and AusVELS. Continuing to provide professional learning focussing on practical teaching tools and strategies, combined with coaching, and explicit regular feedback will support teachers in Literacy and Numeracy improvement.	

Engagement	Panel view of school performance	Panel Recommendations for improvement (Actions for Improvement)

Engagement refers to the extent 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 and target from former strategic plan
 	
GOAL:
 	
To provide a safe and welcoming school environment, which nurtures success, encourages students to develop global awareness, social competencies, resilience and self-esteem
 	
TARGETS:
2.1 The Parent Opinion Survey variable of Learning Focus to increase from 5.78 in 2010 to 5.88 by 2015.
 	
2.2 The Attitudes to School Survey variable for Teacher Effectiveness which in 2010 was 4.59 to be at least 4.61 and Stimulating Learning which in 2010 was 4.33 to be at least 4.36 annually
	Various initiatives have helped to build student voice with increased opportunities for students to construct their own learning. Discussion suggested there might be scope to explore further opportunities for student choice in the curriculum, within the Inquiry units of work to further differentiate student learning. It was felt this would be particularly advantageous for those students in need of further support and extending students that are more able.
	
	The Student Representative Council (SRC) and student leadership groups have been given increasing responsibility to lead and coordinate school, activities such as; school assemblies and giving reports, lunchtime activities, planning and coordinating buddies, sporting events and the House program. School captains take part in a leadership program designed to build leadership development.
	
	Student survey results for the *Student Relationship* and *Teaching and Learning* measures indicate all variables fluctuated and have been above state levels over the strategic period. While the student survey showed some positive trends, the two target variables of *Stimulating Learning and Teacher Effectiveness*, did not meet the targets set in 2014 and 2015 indicating these are areas for the school to continue to address in the new strategic period.
	
	Many initiatives and programs have been implemented in the area of eLearning as tools for teaching and learning and to boost student engagement. The school continues to look at best practice to maintain the enthusiasm of both teachers and students in the use of technology by updating hardware and software accordingly. Interactive whiteboards in classrooms enhance daily teaching and learning and provide teachers with online resources for classroom instruction. Computers, iPads for classroom use have contributed to the availability of eLearning resources. The students in Years 5/6 eagerly look forward to the opportunity to direct, produce and edit movies through the Parkhill TV program, which began in 2013 with the installation of a digital TV studio.
	
	There is some variation in the levels of expertise amongst staff to use technology effectively and this should be a focus for future learning. Introducing a model for future improvement to effectively implement eLearning as a teaching and learning tool, which will assist teachers to increasingly improve eLearning approaches and skills.
	
	The panel noted that Transition processes at Prep and Year 6 were extensive and the strong links with local secondary schools and kindergartens were very established, with many parents choosing PPS because of the curriculum, enrichment programs and facilities
		• Increase opportunities for student voice (student leadership), - participation in student decision making, goal setting, and increased articulation about learning
		
		• Continue to embed Kids Matter – use as an audit tool to evaluate other Engagement and Wellbeing programs
		
		• Deepen understanding of Inquiry to enhance student engagement
		
		• Continue to evaluate and build consistency of transitions and pathways into through and beyond the school
		   • Improve transition between key levels e.g. P/1, 2/3 and 4/5
		   • Look at further ways to deepen cross grade learning to enhance student engagement
		   • Expand effective teacher handover of students between grades at the end of the year for the following year

Engagement	Panel view of school performance	Panel Recommendations for improvement (Actions for Improvement)
	offered. An extensive action plan outlines processes and protocols for all transition programs in the school. There are several initiatives and activities designed to enhance transitions within the school and across grade levels. The school has begun to develop a clear plan to provide detailed student summaries to new teachers, supporting the transition of students from one year level to the next, including sharing of information, reports and specific student data, and informal and formal student transition visits and teacher visits at the end of the school year. This is still an area to develop further, building consistency of transitions within the school. Parent Opinion Survey (POS) data for the strategic period fluctuated, with most *school climate* and *student engagement* variables whilst increasing markedly in 2013, dropping significantly in 2014 with some below the state median. POS data also indicated the variable of *Learning Focus* was below the state in 2014 and was just under the target identified in the SSP, indicating this is an area for the school to continue to address in the new strategic period. The school offers several specialist subject areas such as Visual and Performing Arts, Health and Physical Education, and LOTE Mandarin, providing engaging learning opportunities for students. A specialist Science teacher provides a Science curriculum in purpose built facilities, along with a Kitchen garden program. The Kitchen garden program has both a formal curriculum component and a community and school wide access component. Students participate in weekly lessons with a garden educator, their class teacher and a team of volunteers. The students prepare, plant, harvest, cook, and share food from the garden. Over the strategic period, the school's absentee data has been consistently better than the state and below the state mean. The school regularly promotes the importance of starting each school day promptly in order to maximise learning opportunities; this should continue to be an ongoing focus.	• Ensure communication is in place for new families to the school • Provide an intervention program for maths in the lower grades • Encourage more parent helpers • Provide further PD opportunities for ES staff • Continue to provide communication between ES staff and classroom teachers

Wellbeing	Panel view of school performance	Panel Recommendations for improvement (Actions for Improvement)
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 and target from former strategic plan** To provide a safe and welcoming school environment, which nurtures success, encourages students to develop global awareness, social competencies, resilience and self-esteem **TARGETS:** **2.1** The Parent Opinion Survey variable of Learning Focus to increase from 5.78 in 2010 to 5.88 by 2015. **2.2** The Attitudes to School Survey variable for Teacher Effectiveness which in 2010 was 4.59 to be at least 4.61 and Stimulating Learning which in 2010 was 4.33 to be at least 4.36 annually	There is a strong wellbeing presence at PPS and the school has a consistent approach to student wellbeing, focusing on the school values. Student wellbeing is regularly addressed and staff have a strong sense of collective responsibility toward all students. The school provides support for all staff to identify and respond to the needs of students *at risk* and addresses all learning, welfare and health needs for students. High levels of support are provided for students and effective links between the school and outside agencies such as speech pathologists, psychologists and social workers are maintained. The school also has the support of a part-time Chaplain to provide a further forum for student wellbeing. The *student wellbeing* measures on the student survey, fluctuated over the strategic period but continued to be above the state median. The school has supported teachers to implement whole school approaches to student behaviour and wellbeing across the school, and panel discussion noted that a greater emphasis on shared understandings and approaches to a range of student social and emotional needs between teachers, students and their families has helped to provide higher levels of wellbeing, and will continue to be a future focus. A school database has begun to be developed which tracks and records important information relating to individual students and individual cases are discussed where appropriate with relevant welfare services. All PSD and official referrals for all current students have been centralised. This is still an evolving process for the school and should be expanded in the new strategic period. Classrooms have several withdrawal spaces for teaching and learning, allowing more flexibility for students to have greater levels of autonomy in choosing learning spaces, work partners, materials and resources. The school is investigating becoming an authorised school for the Primary Years program (PYP) of the International Baccalaureate (IB) over the next strategic period. The school offers an increasingly wide range of extra-curricular activities including many sporting options, camps, excursions, Science activities such as Robotics, Solar Car Challenge and University Maths and English Challenges. These add to the richness of the school experience for students and assist the school to create a positive, caring community. A lunchtime program is well attended and is run by teachers and school captains providing alternative options for students in the lunch period.	• Regularly re-visit the school values and continue to implement and embed *wellbeing* programs– Kids Matter • Link wellbeing programs to school values - review regularly and ensure parents know about the programs • Revisit behaviour management policy – evaluate school agreements and communicate to the school community • Re-visit the school code of conduct with current students - Link to PYP essential agreements • Create a culture that promotes staff engagement in professional discussion and collaboration • Refine and develop an induction plan for new staff on school protocols and practices - upskill in school programs

Productivity	Panel view of school performance	Panel Recommendations for improvement (Actions for Improvement)
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. | The school has invested considerable time and resources to improve the levels of literacy and numeracy. This has included additional staffing and time allowance for planning, and professional learning. The introduction of PLT's has also required budgeting and time commitment. It is acknowledged that shared professional learning time and expert assistance underpins success, and should continue where possible. The panel agreed succession planning; building levels of distributive leadership ensuring sustainable work models will need to be managed carefully in the new strategic period.

The staff profile reflects a balance of experience and in 2015 the staff consists of two principal class, including school principal (appointed Term 3 2013), and an Assistant principal (appointed Term 4 2013). In 2015, there are 19 full time equivalent (FTE) teaching staff, 4 specialist teachers and the school employs 7.3 Education Support (ES) staff.

Classrooms and teaching spaces are well equipped and resourced. A library, a Performing Arts Centre, a Science/Kitchen classroom, and art room allow for an extensive range of daily activities and programs. The library is well stocked and comprises a computer lab, with banks of networked computers and an Inter-Active White-Board also situated in each classroom. Staffing allocation also supports and complements the classroom programs, with the provision of specialist programs in the areas of Visual Arts, Languages other than English (LOTE Mandarin), Science and Health and PE.

Currently there are sufficient classroom teaching spaces to meet the school's needs, however if enrolments continue to grow, as projected, additional learning spaces will be required. Currently the school is exploring options and funding to begin planning for future enrolments.

Over the strategic period, the school has used federal and state government funding to improve the school buildings and grounds. The school is actively engaged with its community and has developed very effective partnerships with community groups and organisations over time. Parents are actively involved through sporting programs, attending camps and excursions, fundraising and working bees. Parent feedback also suggested that parents were generally enthusiastic about the facilities, programs and initiatives provided by the school.

Student, staff and parent contributions are recognised, valued and essential to the successful operations of the school. A strong dedicated school council performs an integral role in the core business of learning within the school. Sub-committees are representative of the school community and include Policy, Buildings and Grounds, Finance, Fundraising and Promotion. | Recommendations, key improvement strategies and actions made in Achievement, Engagement and Wellbeing will impact on school resources and productivity, and the new SSP should reflect best use of resources to support improved student outcomes and to achieve set goals and targets

• Examine current class, teaching and leadership structures to ensure a sustainable and equitable plan for the future which supports the philosophy of the school and includes opportunity for professional growth and succession planning

• Ensure the appointment of staff that can meet the vision of the school, who are reflective and work collaboratively in teams

• Consider how teacher time can be better resourced to allow more focused professional learning opportunities such as:
  • Provide professional learning for teachers to build understanding of the role of PLT's
  • Provide opportunities for quality professional learning to all staff which leads to improved student learning outcomes. |

Productivity	Panel view of school performance	Panel Recommendations for improvement (Actions for Improvement)
	The school has also significantly increased funds to support the expansion of ICT in the school allowing for the introduction of iPads, and Interactive Whiteboards. Students have greater access to eLearning devices and the school continues to look at best practice in the use of technology by updating hardware and software accordingly. Expanding the use of further technology into all grades will be a significant consideration in resource allocation in the new SSP. A wide range of extracurricular programs is also offered to improve and focus on student engagement and wellbeing. Over the strategic period the school has worked hard to improve the school. This has included; well established grounds with attractive gardens, student and community artwork, maintaining the large oval, and all-weather soccer ground, development of various shaded play areas, and covered walk-ways between classrooms. The school has worked collaboratively to create a school facility that meets individual learning needs, with flexibility to provide for the future. This will be an ongoing focus in the new SSP. Productivity is supported by the consistent evaluation of practices and structures, e.g. planning teams and performance and development teams. Recommendations, key improvement strategies and actions made in Achievement, Engagement and Wellbeing will impact on school resources and productivity, and the new SSP should reflect best use of resources to support improved student outcomes and to achieve set goals and targets. The review found that Parkhill PS is compliant with legislative and Department of Education and Training (DET) policies and requirements (including VCAA and VRQA), and that leaders, staff and School Council act ethically. No issues relating to probity and ethics were raised as part of the review.	• Continue to provide expertise using internal and external providers for professional learning to strengthen leadership, pedagogy • Update ICT infrastructure and hardware as needed

4. Recommendations for the school from the Panel Day

Panel recommendations for improvement –Goals & Targets	Rationale/ theory of action	Next steps –Key Improvement Strategies
ACHIEVEMENT: To improve literacy and numeracy outcomes for every student across the school Targets: - To have all students deemed capable make one year or more growth as indicated by NAPLAN and AusVELS data in both Literacy and Numeracy - Increase the percentage of students making *high* growth as indicated by NAPLAN relative growth data trends	Parkhill PS has many students who consistently perform above the state. It will be important to ensure all students are making maximum learning growth	- Embed a whole school pedagogy and learning framework: Consistently apply to develop a consistent approach to teaching literacy and numeracy - Continue to build teacher capacity to read, analyse and use data to ensuring that teacher judgments are consistent across all levels to better inform instruction - Provide further structured differentiated PL opportunities for teachers to improve practice - Further develop and expand agreed approaches and protocols for PLT's - Review and evaluate school's literacy/numeracy curriculum and scope and sequence documents - Link to Inquiry (PYP)
ENGAGEMENT: To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning Targets: - Increase *all* measures on the student attitudes to school survey to be at the state level or higher for all cohorts over the life of the strategic plan - Increase all variables on the measures of *student relationships and teaching & learning* on the student attitudes to school survey to be within the 3rd quartile or higher for all cohorts	Parkhill Primary School has seen significant change in the period under review – change in leadership and the introduction of Inquiry across the school. It will be important to build teacher capacity to use the Inquiry approach and to build a level of consistent distributive leadership	- Increase opportunities and involvement for student voice (student leadership), and participation in student decision making and goal setting - Continue to build and deepen the capacity of all staff to provide effective teaching and learning through Inquiry - Maximize the potential of ICT to improve learning and connect students and staff to other school communities and global learning opportunities - Monitor and review processes for student Transitions & Pathways

Panel recommendations for improvement –Goals & Targets	Rationale/ theory of action	Next steps –Key Improvement Strategies
WELLBEING: To improve student wellbeing and connectedness to their learning across the school Targets: • Maintain and increase the *wellbeing* variables on the student attitudes to school survey to be within the 3rd quartile or higher over the life of the strategic plan • Increase the variables of *student safety and classroom behaviour* on the parent survey to be within the 3rd quartile or higher over the life of the strategic plan	The school wants to investigate becoming and authorized PYP school in the future, building on the use of Inquiry to engage students in their learning. It will be important to re-visit and evaluate the behaviour management policy and code of conduct in alignment with PYP essential agreements, as well as continuing with wellbeing programs.	• Further develop the comprehensive, school-wide approach for social and emotional learning • Continue to improve the provision for differentiated learning - the way the school extends and supports all students • Continue to monitor attendance
PRODUCTIVITY: To effectively manage staffing profiles and resources within budget constraints while providing a rigorous engaging education Target: Ensure a sustainable and equitable plan for the future which supports the philosophy of the school	Enrolments at Parkhill PS are steadily increasing, and careful thought will need to go into planning learning spaces for the future. Whilst some of this planning will be determined by government funding, it will be essential to ensure provision for planning is included in the next SSP. Considerable resources have been allocated to several initiatives during the current review period, and it will be important to continue these to build consistently across the school.	• Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets • Continue to build and deepen the capacity of all leaders and teachers in effective teaching and learning through distributive leadership • Allocate resources to build staff capacity and distributive leadership • Expand an agreed approach to track student learning in a systematic way – online tool

Signature of Reviewer: *Leslie Tulloch*   *Date: 29/7/2015*

Name of Reviewer: Leslie Tulloch

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 (eg. - 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 (eg. Timetable) • Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development) • Outline of how the school will deliver its curriculum (eg. Scope and sequence) • A whole school curriculum plan (eg. Scope and sequence) • Documented strategy to improve student learning outcomes (eg. - 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*	
Additional registration requirements to be met by schools offering a <u>senior secondary</u> 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 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.

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

- 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