Peer Review Report

Doreen Primary School
North Western Victorian Region

School number:	0945
Principal:	Glenn Simondson
School Council President:	Craig Williams
Review Company:	National Curriculum Services
Accredited School Reviewer:	Peter Gannon
Peers:	Laurie Murray
	Jane Hayward
Date of Review Meeting:	13/11/2014

Contents

1. Executive Summary and Context

Doreen Primary School's recent NAPLAN data places it well above the state average and above schools with a similar student profile. Its results on the 2014 Parent Opinion Survey place the school in the upper percentile rankings on all aspects of the survey and the school's own Student Attitude to School Survey indicates high levels of wellbeing and engagement and high levels of student satisfaction with the quality of teaching. By these critical measures, this is a high performing school. The Peer Review Panel meeting, a pre-review visit by the accredited school reviewer and the School Self Evaluation presented a happy and vibrant school, with a clearly defined and strongly maintained teaching program, a professional and purposeful teaching staff, complemented by a dedicated team of education support personnel. Students interviewed reaffirmed the impression of an excellent school.

Doreen Primary School sits on the edge of Melbourne's northern green wedge with stunning views across rolling hills to the mountains. The school is located 37 kilometres to the North East of Melbourne and is within the City of Nillumbik. About two kilometres to the school's west is a large residential development which has impacted upon the school's enrolment, seeing it rise steadily to the current level of 150. The school has a ceiling of 150 students and there is some demand for places. The school staff and the community are intent on keeping the school's delightful small rural school feel. The School's Student Family Occupation Index (SFO) is .35 which places it well above the state mean on the DEECD's measure of educational advantage. The SFO is used by the DEECD to distribute funds to point of need and as a guide to expected performance. On this measure, students at Doreen Primary School would be expected to perform well above the state mean on the range of indicators of school performance. The school has relatively few students from English as an Alternative Language Backgrounds and has four students in its PSD program, one of whom is funded at level three and three at Level two. The school has a well resourced, well coordinated and effective PSD program.

The school's buildings are quite a mixture, with the centre piece being a recently constructed BER styled classroom complex which also doubles as a fire shelter should the need arise. The building provides a number of excellent classrooms, offices and a library. The rooms have a vibrant feel with student work, charts, word lists, photographs and maps on display. The main reception /office area and staffroom are in the refurbished, original classroom and the school has an older style portable and a well fitted-out farm shed for its music and visual arts programs respectively. It also has a number of the more current mod series relocatables to cope with its increasing enrolment and these too have been made into engaging and exciting places to learn. The grounds feature interesting and well-shaded and maintained play equipment and places for students to build cubbies. A recent addition to the school is an impressive high roof for its basketball court. This large structure is a testament to the skill of the Principal who coordinated the project and the community which contributed a range of materials, skills, equipment, time and effort to bring the project to fruition and within the budget of this small school.

The Principal, Glenn Simondson, has been Principal since 1990 and has seen the school grow from around 50 students to the current enrolment of 150. The school's leadership team consists of two experienced classroom teachers who lead the Literacy and Numeracy Programs and oversee the learning programs of the junior school and senior school. Overall, there are three teachers, on a range of time fractions, at the highly experienced CT2.6 pay level and five teachers, on a range of time fractions, on lesser experienced pay levels. The school employs a business manager and two education support officers to support classroom programs, as well as three integration aides to support the PSD program. Teachers are assigned to Professional Learning Teams and these form the basis for weekly planning and professional development. The VRQA check of the school's policies, protocols and scope and sequence shows that the school is well organised and that solid documentation underpins its operation. Recently, the school has moved to facilitate higher levels of data usage in planning by enhancing its Student Performance Analyser system to provide accessible data to Professional Learning Teams and to the leadership team.

The school offers a range of specialist classes including Italian, P.E., Art, Music and Library. In addition, all students take part in a swimming program, Jets Gymnastics, Life Education and Bike Education. The school also has an extensive camping program, offering camping experiences over a four year period. There is also a Family Life Program for students in Year 5&6. The school also has a number of rock bands via its music program and has had a great deal of success with its video making program. The school's whole school Junior School Council, which involves weekly meetings of the school's entire enrolment, provides a genuine opportunity for the student voice to be heard and for the collective values of the school to be espoused and demonstrated. Students in Year 6 are each given an opportunity to be a school leader. A major focus of the JSC is to undertake activities and fundraisers designed to help others. The building of cubbies seemed to be a feature of the school and undertaken with some enthusiasm by many students.

Student Achievement

- The 2014 results for Year 3 Reading show 70% of students performing in the top two bands and 85% of students performing above the state mean and therefore well above schools with a similar student profile.
- The percentage of Year 3 students performing in the top two bands in *Writing, Numeracy, Spelling* and *Grammar and Punctuation* ranged from 55% to 65% placing the school well above the expected levels of performance.
- Results taken over three years show a consistently high number of students above the state mean in all domains tested.
- Results for Year 5 in 2014 show average scores well above the state mean and at levels at or above schools with a similar student profile in all domains tested.
- Results for Year 5 *Writing* and *Numeracy* show around 35% of students performing below the state mean, an outcome noted by the school and a focus for improvement.
- The relatively high correlation between *Reading* scores and *Numeracy* scores at both levels indicated that, overall, the school's approach to teaching *Numeracy* is effective.
- NAPLAN results for 2014, *Reading, Writing* and *Grammar & Punctuation,* reporting Relative Growth from Year 3 to Year 5, showed performance better than the state mean levels. In 2014, *Spelling* reported more than 40% of students in the low growth category which is possibly reflective of high levels when in Year 3 rather than a failure of teaching.
- In 2012, 65% of Year 3 students were in the top two NAPLAN bands for *Reading*. In 2014, when the students were tested again, 42% of Year 5 students were in the top two NAPLAN bands for *Reading*. A similar comparison for *Numeracy* showed that the percentages in the top two bands obtained in Year 3 actually increased when the students were tested again in Year 5 in 2014. In *Writing*, 70% of students were in the top two bands in Year 3 and when they were tested again in Year 5 only 35% were in the top two bands. Overall, this is a very good outcome and suggests that the school has catered well for its high achieving students. The school has for some time tracked student performance on an individual basis and as noted above, is attending to the issue with *Writing* .
- The school administers its own Student Attitude to School Survey so comparisons to statewide percentile rankings are not possible. Results on the variables (questions) which make up the *Teaching and Learning* factor in the school's version of the Student Attitude to School Survey were very high on all variables indicating strong student satisfaction with the learning program at the school.
- Results on the Parent Opinion Survey reflect a very high degree of satisfaction with the teaching and learning aspects of the school.

Student Engagement

- The school's student absence data for 2012 and 2013 was excellent with both years showing levels of absence below the state mean. Students had, on average, between 2.5 and 3 days less days absence than schools across the state. In September 2014, however, when the absence data was extracted, the school's average number of days absent had already exceeded the mean for the whole of 2013. The school was able to identify individual students and families which account for a large proportion of the absences and noted, too, the propensity of parents to take students on extended overseas holidays.

- The School Self Evaluation notes "From our Student Opinion surveys we have indications of very little bullying, children feeling safe, children happy to be at school, and children feeling like they belong at this school. It also indicates that almost all children are able to learn unhindered by others, and that being at this school is a positive experience". The reviewer and the Peer Review Panel would support that comment.

- The School Self Evaluation also notes "Feedback with regards to teachers is also positive. Children feel that their teachers care, and work hard to make sure students do well". Again the reviewer and the Peer Review Panel, having assessed the data and other information, would support that analysis.

- The Parent Opinion Survey is most positive with high percentile rankings on *School Connectedness, Student Motivation, Stimulating Learning* and *Learning Focus, Student Safety* and *Classroom Behavior*.

- The reviewer's observations of students at work in classrooms, were that they were focused, attentive, polite and cooperative. The reviewer was impressed by the businesslike way classes were running, with high levels of participation and an overall ethos of involvement and success.

Student Wellbeing

- Looking at the responses to each of the questions on the school's own version of the Student Attitude to School Survey, it would appear that students are generally happy and enjoy their time at school. Responses to the questions related to *Student Safety,* including bullying, suggest that students feel that there is little or no bullying in their school. Students feel safe in this school. Scores on the questions associated with the *Classroom Behaviour* variable suggest that some students feel that their learning is impeded by the behavior of others. Without longitudinal and comparative data it is difficult to tell if this is a real problem or possibly a reflection of high expectations of the behaviour of others.

- The reviewer's visits to classrooms would suggest that classroom behavior is quite excellent and that students are focused and on task.

- The questions which make up the *Student Distress* and *Student Morale* factors were generally positive suggesting that Doreen Primary School is a very happy place for students to learn.

Productivity

The Peer Review Panel agreed that the school made excellent use of its resources. There was agreement that the performance indicators show the school effectively identifies and manages its resources to improve student outcomes. The Peer Review Panel noted that this is a school that does a great deal for itself and most effectively engages with its community to develop resources and facilities for current and future students

Key Improvement Strategies

A major part of the Peer Review Panel discussion was related to improvement strategies and how to embed the many good practices that have been introduced. A number of Key Improvement Strategies were discussed and endorsed by the meeting. The main strategies were:

Student Learning

- The school should set more specific and measurable expectations on achievement outcomes.
- NAPLAN student growth data suggests that the school's program for extending capable students needs review and new strategies need to be developed. High achievement levels in Year 3 make continued high levels of growth a challenge. Monitoring students on an individual basis via SPA will help identify areas of need and help determine appropriate strategies.
- Continue with plans to make classroom observational visits a mandatory part of teachers' annual Performance and Development process and provide ways for these to occur on a regular and planned basis.
- Develop a set of protocols and expectations for the classroom observation processes.
- Develop evaluation matrixes/rubrics for the Integrated Curriculum Model.
- Further develop the use of SPA by adding TORCH and SA Spelling.

Student Engagement

- Further development of the Student Welfare Program.
- Plan and implement staff PD on Restorative Practices.
- Continue to use and further develop the JSC, Newsletter and Website as ways to share school values, policies, expectations and protocols.
- Introduce school wide awards to highlight students exhibiting positive behaviours and assisting others – in line with the school's values.

Student Wellbeing

- Adopt the DEECD Student Attitude to School Survey system for Years 5&6 and if necessary, continue administering the school's own survey to students in the lower levels.
- Continue to provide a safe and nurturing environment.
- Continue with the school's highly supportive and consistent approach to managing discipline issues.

Productivity

- Delegate greater responsibility to and create leadership roles for younger teachers.
- Plan to develop the school oval.
- Plan to develop the undercover basketball court to enable it to generate funding via community use.
- Investigate the possibility of hiring out School facilities for Community Events and Corporate Picnics.
- Continue with plans to build a historical garden and plant a time capsule.

The Peer Review Panel members were impressed by the way the school has embraced this review as a way of reflecting on its progress to date and to determine its next steps. The review process has revealed that this school has operated on high levels of accountability and that additional processes for tracking student progress have long been in place.   Many of the teaching and learning practices already in place can be found in highly effective schools and therefore the reviewers can only encourage their continuation and development. The school has worked hard and in some unique ways, to develop a strong ethos of involvement, tolerance, encouragement and excellence within a caring and committed environment and the uptake by students, parents and staff is most apparent. The school is well aware of the steps it needs to take to lift some of its results to the expected levels and has already taken a number of the steps needed to bring about improved outcomes. The reviewers have every confidence that this very good school will continue to higher levels of achievement.

State Government Victoria — Department of Education and Early Childhood Development

2. Terms of Reference

Peer Review – Doreen Primary School
Terms of reference

Region:	North Western Victorian Region
School number:	945
Year/semester of review:	Semester 2 2014
Review report due date:	20/11/2014
Review report author:	Peter Gannon, Accredited School Reviewer National Curriculum Services

Aim / purpose

The review will examine the school's performance since the last review in relation to the goals and targets it set itself after the last review. The review will also focus on those steps necessary to continue the school's improvement agenda including:

- Building teacher capacity and accountability through an agreed framework which promotes rigorous student learning and responds to the needs of all students
- Developing teaching and learning protocols including analysis of data and reflective practices
- Developing a leadership model that best reflects the future needs of the school
- Improve the levels of student engagement, wellbeing and motivation across the school including transitions from level to level.

Review Day Timetable

Time	Activity	Resources	Attendees
9:00	Introduction and overview for the day Discussion of self-evaluation and findings		Peer Review Panel

9:30	**STUDENT ACHIEVEMENT DATA**
	Briefing to panel regards review:
	      Presentation: English
	      Presentation: Maths
	      Presentation Integrated curriculum
		Presentations to include:
		What the data is telling us
		What are our challenges?
		Recommendations for improvement
			Peer Review Panel
			Literacy Leaders
			Maths Leaders
			Assessment &
			Reporting Leader

11:00	**MORNING TEA**		
11:30	**WELLBEING DATA** Presentation: Student Personal Development	Presentations to include: What did we set out to achieve? What did we do? What did we achieve? Recommendations for improvement	Peer Review Panel

11:45	**ENGAGEMENT DATA**
	      Presentation Transition
	      Presentation Inquiry
	      Presentation ICT		

12:10	Meeting with Student Leaders		Peer Review Panel Student leaders

12.25	**PRODUCTIVITY**
	Resources discussion:
	      Staff
	      Funds
	      Time
	      Space
	      Facilities
			Peer Review Panel

12:50	**LUNCH**		

1:20	New Strategic Plan
	Discussion:
	      Self-Evaluation Report recommendations
	      Goals and targets for the next SSP
			Peer Review Panel

2.00	Closing - VRQA check		Peter Gannon

3. Evaluation of Performance

	Panel view of school performance	Panel Recommendations for improvement
Achievement: 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.	The Peer Review Panel endorsed the school's performance as described in the School Self Evaluation document. The Peer Review Panel was impressed by the extensive work this school does to monitor student performance and to develop strategies to respond to perceived needs and shortcomings. **AusVELS reporting:** A report on level by level AusVELS data was not available but a report from the school's performance summary shows that levels assigned by teachers in reports to parents place the students well above the state mean in English and at a level similar to schools with a student profile. Results for Mathematics show students performing well above the state mean and above the level of schools with a similar student profile. **NAPLAN** The Peer Review Panel also assessed the School's NAPLAN results over the past three years and noted the following: - The 2014 results for Year 3 Reading show 70% of students performing in the top two bands and 85% of students performing above the state mean and therefore well above schools with a similar student profile. - The percentage of Year 3 students performing in the top two bands in *Writing, Numeracy, Spelling* and *Grammar and Punctuation* ranged from 55% to 65% placing the school well above the expected levels of performance. - Results taken over three years show a consistently high number of students above the state mean in all domains tested. - Results for Year 5 in 2014 show average scores well above the state mean and at levels at or above schools with a similar student profile in all domains	The Peer Review Panel suggested the following be considered for inclusion in the new School Strategic Plan. **Goal** To improve student outcomes in Literacy and Numeracy **Targets** - For each student to achieve at least one year's growth in learning (as measured by AusVELS) during each school year. - That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state means for the medium and high growth categories on each dimension. - That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the percentage of students in the top two NAPLAN bands when the same cohort of students was in Year 3. - That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the lower two bands will not increase. - That there will be an improved correlation between teacher and NAPLAN assessments. **Key Improvement Strategies** The following Key Improvement Strategies are from the School Self Evaluation and are endorsed by the Peer Review

tested.

- Results for Year 5 *Writing* and *Numeracy* show around 35% of students performing below the state mean, an outcome noted by the school and a focus for improvement.
- The relatively high correlation between *Reading* scores and *Numeracy* scores at both levels indicated that, overall, the school's approach to teaching *Numeracy* is effective.
- NAPLAN results for 2014, *Reading, Writing* and *Grammar & Punctuation,* reporting Relative Growth from Year 3 to Year 5, showed performance better than the state mean levels. In 2014, *Spelling* reported more than 40% of students in the low growth category which is possibly reflective of high levels when in Year 3 rather than a failure of teaching.
- In 2012, 65% of Year 3 students were in the top two NAPLAN bands for *Reading*. In 2014, when the students were tested again, 42% of Year 5 students were in the top two NAPLAN bands for *Reading*. A similar comparison for *Numeracy* showed that the percentages in the top two bands obtained in Year 3 actually increased when the students were tested again in Year 5 in 2014. In *Writing*, 70% of students were in the top two bands in Year 3 and when they were tested again in Year 5 only 35% were in the top two bands. Overall, this is a very good outcome and suggests that the school has catered well for its high achieving students. The school has for some time tracked student performance on an individual basis and as noted above, is attending to the issue with *Writing* .
- The school administers its own Student Attitude to School Survey so comparisons to statewide percentile rankings are not possible. Results on the variables (questions) which make up the Teaching and Learning factor in the school's version of the Student Attitude to School Survey were very high on all variables, indicating strong student satisfaction with the learning program at the school.

Panel.

- The school should set more specific and measurable expectations on achievement outcomes.
- Student growth data suggest that the school's program for extending capable students needs review and new strategies developed. High achievement levels in Year 3 make continued high levels of growth a challenge. Monitoring students on an individual basis via SPA will help identify areas of need and help determine appropriate strategies.

The following suggestions arose from the Peer Review Panel meeting:

- Continue with plans to make classroom observational visits a mandatory part of the annual Performance and Development process and provide ways for these to occur on a regular and planned basis.
- Develop a set of protocols and expectations for the classroom observation processes.
- Develop evaluation matrixes/rubrics for the Integrated Curriculum Model.
- Further develop the use of SPA by adding TORCH and SA Spelling.

- Results on the Parent Opinion Survey reflect a very high degree of satisfaction with the teaching and learning aspects of the school.
- The School Self Evaluation and presentations to the Peer Review Panel suggest a high degree of professionalism in management within the school. The school uses a well defined scope and sequence to guide teachers and student performance is monitored consistently throughout the year.
- The work undertaken by the Literacy and Numeracy leaders has clearly had an impact on whole school practice as there is great clarity of expectation about both lesson content and pedagogical approaches.
- There is a clear understanding, by all staff, of the school's teaching protocols based around explicit teaching, scaffolded learning and high expectations. Courses are very well documented and new staff are expected to follow the established pattern.
- Discussion at the Peer Review Panel revealed high levels of accountability for performance amongst staff through rigorous examination of student data and an expectation of high levels of student performance.
- Staff professional development occurs as part of a weekly staff meeting as well as via opportunities provided by the school's local network of schools. The timetable is organized to provide shared APT time so that teachers in the junior and senior schools can plan together, share ideas and discuss effective strategies.
- Membership of NEST, the school's local network, provides opportunities for cost-effective employment of consultants and coaches, as well as opportunities for teachers to visit other, similar schools and similar classrooms.
- The school operates a highly organized and well considered intervention program focusing on Literacy. The program uses the Fitzroy Reader model, along with a program developed by Heather Harvey. Both programs focus on children developing sight

vocabulary, reading skills, comprehension skills and deeper understanding of text. The program is funded from the school's own resources and staffed by an Education Support Officer .

- The school has purchased the Student Performance Analyzer (SPA) to record student progress and to provide ready access to data for the Principal and teachers alike.

- The school uses a range of non DEECD tests to track student performance and to inform detailed planning. The school uses PAT Maths and Reading as well as TORCH and the South Australian Spelling test to provide detailed information about students' strengths and weaknesses.

- The school uses these tests and moderation processes as part of its triangulation of data when preparing reports for parents.

- The teachers analyse results and discuss outcomes early in the school year to assist in preparing differentiated lessons, taking into account the achievement levels of the individual students.

- The School Self Evaluation notes that "honest professional analysis is important" and the Peer Review Panel gained the impression that any analysis carried out at this school was done so professionally and with improvement in student outcomes as the key focus.

- A program of Individualised Learning Plans (ILPs) has been instituted across the school and aims to ensure each student's particular learning needs are addressed.

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.

- The school's student absence data for 2012 and 2013 was excellent with both years showing levels of absence below the state mean. Students had, on average, between 2.5 and 3 days less days absence than schools across the state. In September 2014, however, when the absence data was extracted, the school's average number of days absent had already exceeded the mean for the whole of 2013. The school was able to identify individual students and families which account for a large proportion of the absences and noted, too, the propensity of parents to take students on extended overseas holidays.

- It was noted that when students go away on long holidays, they often prepare a blog and make it available to their classmates. Often students undertake set work while away to keep up with their class work.

- As noted above, the school relies on its own version of the Student Attitude to School Survey to determine how students in Years 3- 6 feel about their schooling. Without statewide percentile rankings to help us compare, it is difficult to say from the data collected how the school rates in terms of student attitudes when compared to the rest of the state. The Peer Review Panel encouraged the Principal to adopt the DEECD Student Attitude to School Survey for the Year 5 and 6 students and, if necessary, administer the school based version to the junior students.

- The Peer Review Panel examined the data in its raw form and noted that very few responses were negative to any of the questions asked. There seemed to be a high concentration of responses at the positive end of the response tables.

- The School Self Evaluation notes "From our Student Opinion surveys we have indications of very little bullying, children feeling safe, children happy to be at school, and children feeling like they belong at this school. It also indicates that almost all children are

The Peer Review Panel endorsed the following from the SSE for inclusion in the new School Strategic Plan.

Goal
- To improve student engagement both within the classroom and at a whole school level.
- To improve whole school student attendance rates.

Targets
- To maintain levels of student satisfaction at or above the state mean on the Student Attitude to School Survey as measured by each of the mean factor scores related to *Teaching And Learning*.

Key Improvement Strategies

The Peer Review Panel endorsed the following from the School Self Evaluation for inclusion in the new School Strategic Plan:

- Further development of the Student Welfare Program.
- Plan and implement staff PD on Restorative Practices.
- Continued to use and further develop the JSC, Newsletter and Website as ways to share school values, policies, expectations and protocols.
- Introduce of school wide awards to highlight students exhibiting positive behaviours and assisting others – in line with the school's values.

- able to learn unhindered by others, and that being at this school is a positive experience". The reviewer and the Peer Review Panel would support that comment.

- The School Self Evaluation also notes "Feedback with regards to teachers is also positive. Children feel that their teachers care, and work hard to make sure students do well". Again the reviewer and the Peer Review Panel, having assessed the data and other information, would support that analysis.

- The Parent Opinion Survey is most positive with high percentile rankings on *School Connectedness, Student Motivation, Stimulating Learning* and *Learning Focus, Student Safety* and *Classroom Behavior*.

- The reviewer's observations of students at work in classrooms, were that they were focused, attentive, polite and cooperative. The reviewer was impressed by the businesslike way classes were running with high levels of participation and an overall ethos of involvement and success.

- An extraordinary range of activities, considering the school's size, contribute to the high levels of students engagement apparent in the data.   Specialist classes are offered in Italian, Phys.Ed., Art, Music and Library. All students take part in Swimming programs, Jets Gymnastics, Life Education and Bike Education, which culminates in "The Great Doreen Bike Ride". There is also a Family Life Program run for Years 5&6. A camping program begins in Year 3 and includes all 3-6 children. There is also a P-6 Sleep over. The school also runs an extensive sports program, partly in tandem with Ivanhoe Grammar, as well as school concerts and special events such as Book Week.,

- The school has several rock bands, choirs and drumming groups. These are run by the music teacher along with music tutors. The visual arts program is run by a teacher who is a practicing artist, and along with an engaging and varied program, involves several

visiting artists over the school year. The program has resulted in several school based art installations, and has extended into the ICT area with a Film Making project being run each year.

- The school's Junior School Council, consisting of every student in the school and meeting on a weekly basis, provides students with an opportunity to take a real part in the smooth running of the school. The meetings provide a way for the school's values to disseminated to all students and for students to build a high level of commitment to their school and a deep understanding of how values and behavior are linked. It is an excellent example of how a school provides a genuine opportunity to hear the student voice.

- The students who met with the Peer Review Panel impressed with their enthusiasm for the school and its teachers and for the quality of work they were undertaking in their classrooms. Their role in making life better for others, be it through welcoming new students or through fund raising, was most apparent. Most articulate young people!

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.

- Looking at the responses to each of the questions on the school's own version of the Student Attitude to School Survey it would appear that students are generally happy and enjoy their time at school. Responses to the questions related to *Student Safety,* including bullying, suggest that students feel that there is little or no bullying in their school. Students feel safe in this school. Scores on the questions associated with the *Classroom Behaviour* variable suggest that some students feel that their learning is impeded by the behavior of others. Without longitudinal and comparative data it is difficult to tell if this is a real problem or possibly a reflection of high expectations of the behaviour of others.

The Peer Review Panel endorsed the following from the SSE for inclusion in the new School Strategic Plan.

Goal:
- To improve student wellbeing in social competencies, resilience, self- esteem, and mutual respect.

Targets
- To maintain levels of student satisfaction at or above the state mean ranking on the Student Attitude to School Survey as measured by each of the mean factor scores related to *Student Relationships* and *Wellbeing*.

Key Improvement Strategies

The Peer Review Panel endorsed the following for inclusion

- The reviewer's visits to classrooms would suggest that classroom behavior is quite excellent and that students are focused and on task.
- The questions which make up the *Student Distress* and *Student Morale* factors were generally positive suggesting that Doreen Primary School is a very happy place for students to learn.

- The School Self Evaluation notes "There is an expectation of positive behaviour. The acceptance of consequences and the concept of moving on after issues are dealt with, are deliberately fostered. Taking responsibility for behaviour, both positive and negative, and accepting the consequences is seen as behaviour which gains respect. Clear, simple and easy to follow rules help this process".

- The students who spoke to the panel were able to enunciate the school's unofficial belief that "your best is good enough, no matter where it falls." This encourages all students to produce their best, and to be proud of it.

- A Student Welfare Group was Introduced for students who are identified as at risk or for those students who want to take part. The students undertake mini-projects, including gardening, both at school and out in the wider community.

- The building of "cubbies" seems to be a feature of this school and is certainly a popular aspect of school life for its students. There are school generated rules for building and maintaining cubbies and there are also rules made by the students themselves to help the cubbies run smoothly. To an extent they operate as small societies and provide students with first-hand

in the new School Strategic Plan.
- Adopt the DEECD Student Attitude to School Survey system for Years 5&6 and if necessary, continue administering the school's own survey to students in the lower levels.
- Continue to provide a safe and nurturing environment.
- Continue with the school's highly supportive and consistent approach to managing discipline issues.

experience of the complex societal issues they will encounter as they move through life.

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.

The Peer Review Panel agreed that the school made excellent use of its resources. There was agreement that the performance indicators show the school effectively identifies and manages its resources to improve student outcomes. The Peer Review Panel noted that this is a school that does a great deal for itself and effectively engages with its community to develop resources and facilities for current and future students

Evidence of this included:

- A leadership structure which provides crucial curriculum and level leadership across the school and an effective sounding board for the Principal.
- A well considered use of time to build teacher capacity through internal professional development.
- Continuing commitment to an improvement agenda based on lifting all students' learning outcomes.
- Development of facilities to accommodate a 50% increase in enrolments including construction of the BER building and sourcing and location of a Mod 5 relocatable classroom.
- Self-funded renovations to infant area.
- Development of the undercover Basketball Court, with school and community funding.
- Upgrade of the septic system and toilets and institution of a sustainable water supply.
- Development of a school based library to replace the MARC van service in 2015
- Total renewal of ICT infrastructure and hardware, with minimal DEECD support.
- Funding and resourcing of a Physical Education Program.
- An enrolment ceiling of 150 students attained

The Peer Review Panel endorsed the following for inclusion in the new School Strategic Plan.

Goal

- To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning and wellbeing.

For the Future

The Peer Review Panel endorsed the following from the SSE for inclusion in the new School Strategic Plan.

- Delegate greater responsibility to and create leadership roles for younger teachers.
- Plan to develop the school oval.
- Plan to further develop the undercover basketball court to enable it to generate funding via community use.
- Investigate the possibility of hiring out School facilities for Community Events and Corporate Picnics.
- Continue with plans to build a historical garden and plant a time capsule.

| | from DEECD.
• Development of Integrated Curriculum Model to accommodate changes to grade configuration.
• Development of Doreen Primary School Teaching and Learning Strategies.
• Introduction of SPA as a management tool for student achievement.
• Visiting Artists programmed and funded in the Visual Arts Program. | |

4. Registration Requirements: Summary Statement
Doreen Primary School

Signature of Reviewer: *Date: 13 /11 /2014*
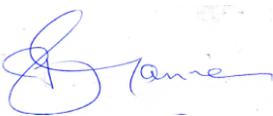
Name of Reviewer: Peter Gannon

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 X❑		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 ❑ N/A ❑		No ❑
• 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 X❑		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 X❑		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 X❑		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 X❑		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 X❑		No ❑
DISCIPLINE			

	Yes	No
• 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	X☐	☐

ATTENDANCE MONITORING		
• Attendance monitoring	*Evidence provided to VRQA by the Department*	
• Attendance register	*Evidence provided to VRQA by the Department*	

STAFF EMPLOYMENT			
Teachers' requirements	Yes	X☐	No ☐
• Register of all teachers with name, VIT registration number and category			
Compliance with Working with Children Act 2005	Yes	X☐	No ☐
• 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			

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	Yes	☐	No ☐
• 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			
Student records and results	Yes	☐	No ☐
• 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			
Student welfare	Yes	☐	No ☐
• 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			
Teaching and learning	Yes	☐	No ☐
• 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			

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