

Peer Review Report

East Bentleigh Primary School South Eastern Victoria Region

School number:	4837
Principal:	Maria Shearn
School Council President:	Denise McDonough
Review Company:	Monash University
Accredited School Reviewer:	Anita Forsyth
Peers:	Bev Dadds Linda Jones
Date of Review Meeting:	September 14, 2015

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

Executive Summary

2. 1 School Context

East Bentleigh Primary School (East Bentleigh PS) is located in a residential area about 22 kilometres south east of Melbourne. Over the review period, there has been an increase in enrolments with the current enrolment at around 324 students.

The Student Family Occupation (SFO) index has trended down over the review period, indicating a higher socio-economic status. The proportion of students with English as a second language is in the mid-high range and the school population is slowly becoming increasingly diverse.

There are currently 20 students funded on the Program for Students with Disabilities (PSD). These students are all well supported by dedicated teachers and support staff and are on Individual Education Plans (IEPs). PSD students throughout the review period have showed progress at a satisfactory or above level in achieving their individual learning goals.

Situated in a beautiful natural environment, the school has abundant grassed areas, mature trees and plenty of open space nearby, providing a range of active and passive recreational areas for students.

The school grounds and buildings are well-maintained by proactive staff and parents.

The school has 19.4 Equivalent Full Time (EFT) staff, two Principal Class, 17.4 teachers and 9.6 Education Support (ES) staff, as well as a number of specialist staff such as instrumental, craft, dance and eurythmy teachers.

The school successfully operates two curriculum streams – Mainstream and Steiner. The school currently operates 15 classes - nine Steiner classes and six Mainstream classes. Both the Mainstream and Steiner programs are underpinned by Australian Curriculum/Victorian Essential Learning Standards (AusVELS) curriculum and work within these accountabilities. The curriculum is well documented. Students in the different streams follow different academic pathways and this needs to be considered when reviewing the school's student achievement data. Mainstream students start formal lessons in Literacy and Numeracy in Foundation though there is a large emphasis on play in the early stages while the Steiner philosophy sees formal academic instruction de-emphasised in the early years.

There is a rich range of co-curricular programs on offer including the Stephanie Alexander Garden program, sport and physical education programs, Languages Other Than English

(LOTE) – French, performing arts, music/drama, art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival.

The whole school approach to student wellbeing is based on restorative justice and positive education principles. Positive Education practices are embedded in all classroom and specialist programs. When moving around the school, a positive tone permeates the school environment, with a sense of harmony and wellbeing reflected in the behaviour and demeanour of students.

2.2 Summary of the School's Performance

2.2.1 The School's Performance against the Previous Strategic Plan

Over the review period the school sought to achieve improved student learning outcomes across all curriculum areas but particularly for Literacy and Numeracy. The school also aspired to develop high levels of student engagement and motivation within a culture that fosters positive relationships, connectedness and wellbeing.

The investment in professional learning in building the instructional capacity of teachers and teams, establishing shared practices across teams and the work done on documenting the curriculum have all been contributing factors in some positive improvements in the student learning data. For example National Assessment Program – Literacy and Numeracy (NAPLAN) data indicates high levels of relative growth across Years 3–5 for Reading across 2013, 2014 and 2015. All Year 5 students in 2015 were at or above the National Minimum Standards (NMS) in Reading and Numeracy as measured by the NAPLAN. Teacher judgement data has generally met the school targets but indicates that results do not equal or exceed the expected level when compared to like schools. An analysis of the data suggests that there is more work to do to improve Writing achievement.

Student engagement levels as shown by the student Attitudes to School Survey (ATS Survey) opinion of Learning Confidence, Student Motivation and School Connectedness trended down in 2015 when compared to 2014, and in 2015 are below State mean levels. These results are despite the dedicated work undertaken by the school and staff on building social and emotional engagement and the provision of engaging programs such as the Stephanie Alexander Garden program.

Student wellbeing levels have improved over the review period. In 2015 the student ATS Survey results for Classroom Behaviour and Student Safety exceeded the State mean level and provide evidence of the improved student relationships reported in the School Self Evaluation (SSE) and reported to the panel.

The attendance data has improved in 2014 compared to 2013 but the number of days absent still exceeds the State mean level and is higher than the level expected when

compared to like schools.

2.2.2 Summary of the considerations for the next Strategic Plan

The panel recommends the following goals and Key Improvement Strategies (KIS) for the next strategic plan in order to build on the achievements of the past four years:

Suggested **student achievement goal**: To maximise individual student learning growth, with a whole school focus on Literacy and Numeracy.

KIS 1.To enable all teachers to consistently implement a whole school East Bentleigh PS instructional model (agreed teaching and learning framework).

KIS 2.To further build individual teacher and teams of teachers' knowledge of what constitutes high quality Literacy and Numeracy programs and their capacity to differentiate curriculum, and teaching and learning practices to ensure challenge and progress for every student.

KIS 3.To implement and further develop whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform shared planning.

Suggested **student engagement goal**: To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking.

KIS 1.Create opportunities for students to develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning.

KIS 2.Continue to enhance transition processes into, through and out of the school to ensure students are well prepared for the next stage of learning.

KIS 3.Review and strengthen the attendance policy and processes to reduce student absence.

Suggested **student wellbeing goal**: To continue to foster a safe and supportive environment and culture, one that promotes high expectations, positive relationships, values diversity and supports the development of students' social and emotional skills.

KIS 1.Continue to build the capacity of students to be socially responsible and respectful in all their relationships.

KIS 2.Enhance support for every student to further build their social and emotional wellbeing and to be resilient.

KIS 3.Continue to strengthen the three way education partnership.

Suggested **productivity goal**: To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing.

KIS 1. To build a community of reflective learners focused on continuous school

improvement.

KIS 2. Investigate and implement the optimal allocation, monitoring and review of resources to provide the best learning, engagement and wellbeing opportunities for students and the school community.

2.2.3 Next steps

The panel believes, that given the achievements over 2012-2015, the school is positioned to enter a new and invigorating period of sustained improvement. It is hoped with a renewed focus on systematically analysing data and evidence to inform more purposeful teaching, building more consistent teaching practices through the implementation of the East Bentleigh PS Instructional Model and raising cognitive engagement levels, students will achieve high levels of individual learning growth in the future.

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

East Bentleigh Primary School

Principal Name:	Maria Shearn
Region:	South Eastern Victoria Region (SEVR)
Year/semester of review:	Semester 2, 2015
Review report due date:	October 12, 2015
Review report author:	Anita Forsyth

Aim/purpose

The review interrogates the school's performance related to achievement, wellbeing, engagement and productivity, coming from its self-evaluation report and includes a Victorian Registration and Qualifications Authority (VRQA) check. Other areas identified for particular focus include:

1. To what extent are there effective, school-wide, consistent and purposeful teaching practices with regard to:
 - A documented, guaranteed and viable curriculum with an understood scope and sequence that guides effective individual teacher and team planning.
 - The degree to which data is collected, understood, analysed and used effectively to inform individual teacher and team planning for point of need teaching and to monitor student learning growth through the use of rigorous and planned formative assessment and moderation processes.
2. To what degree are there consistent, whole school approaches to engagement and wellbeing and the effect of these on strengthening student resilience, self-efficacy and learning confidence?

Methodology

Timeline for the review

Date	Activity	Resources	Action officer
	Briefing to staff on upcoming review.		Principal
Various dates in June & August 2015	Email and phone correspondence to discuss the nature and purpose of the Peer Review.		Reviewer and Principal
August 28,	Pre-visit day - including discussion	Reviewer, Principal,	Reviewer and

2015	re drafting of Terms of Reference, discussion re review panel meeting personnel and agenda, collection of school data, leadership team meeting, tour of the school and Victorian Registration and Qualifications Authority (VRQA) review.	Leadership Team, selected staff, student leaders; Principal's office and College meeting room; hard copy materials of school data and documentation.	Principal
September 2, 2015	Copies of SSE, selected data, agenda and Terms of Reference delivered to panel members.	Data folders.	Principal
September 14, 2015	Panel day.	Panel in meeting room area.	Reviewer and Principal
TBA	Presentation to staff		Principal
TBA	Presentation to School Council		Principal
October 12, 2015	Submission of report		Reviewer

Panel day plan

Time	Activity and purpose	Who	Expected outcomes (i.e. what we expect this activity will achieve)
8.45am – 8.55am	Welcome to panel* and setting out the scope of the review.	Reviewer	Outlining expected processes and outcomes associated with the review.
8.55am – 9.05am	Brief overview of school history and context.	Principal	Providing the panel with a narrative outlining key information related to history and context.
9.05am – 10.55am	Student Achievement Student Engagement	Panel	Discussion of SSE findings, questions and feedback.
10.55 – 11.15	Recess (school to organise refreshments for the panel)		

11.15 – 12.50	Student Wellbeing Productivity	Panel	Discussion of SSE findings, questions and feedback.
12.50 – 1.30	Lunch (school to organise lunch for the panel).		
1.30 – 3.15	Future focus and panel recommendations (small group activity) <ul style="list-style-type: none"> • Student achievement. • Engagement. • Wellbeing. • Productivity. Plenary.	Panel	Small group activity to collect panel recommendations.
3.15 – 3.45	Conclusion, next steps, feedback.	Reviewer leads discussion.	Conclusion, next steps, feedback.

***Panel members include:**

- Principal – Maria Shearn
- Accredited reviewer – Anita Forsyth
- Peer Principals – Bev Dadds and Linda Jones
- School Council President – Denise McDonough
- Assistant Principal – Sue Jackson
- Literacy Leader – Jill Griffin
- Numeracy Leader – Jenny Small
- Wellbeing Leader – Lee Jellis
- Observer – Venesser Fernandes

Appendix 2: Registration Requirements: Summary Statement East Bentleigh Primary School

Anita Forsyth

Signature of Reviewer:

Date: 14/09/2015

Name of Reviewer: Anita Forsyth

Registration requirements to be met by all Government schools	Is the registration requirement met?
SCHOOL GOVERNANCE	
<ul style="list-style-type: none"> Democratic principles 	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> Structure 	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> Philosophy (e.g. - SSP, AIP) Statement of school philosophy Explanation of how philosophy is enacted 	Yes
<ul style="list-style-type: none"> Not-for-profit status 	<i>Evidence provided to VRQA by the Department</i>
ENROLMENT	
<ul style="list-style-type: none"> Student enrolment policy (Specialist and Specific Purpose* [see below] schools ONLY) 	N/A
<ul style="list-style-type: none"> Student enrolment numbers 	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> Register of enrolments 	<i>Evidence provided to VRQA by the Department</i>
CURRICULUM AND STUDENT LEARNING	
<ul style="list-style-type: none"> Time allocation per learning area (e.g. Timetable) Explanation of how and when curriculum and teaching practice will be reviewed (e.g. - SSP, AIP, Curriculum Committee minutes, staff Professional Development) Outline of how the school will deliver its curriculum (e.g. Scope and sequence) A whole school curriculum plan (e.g. Scope and sequence) Documented strategy to improve student learning outcomes (e.g. - SSP, AIP) 	Yes
<ul style="list-style-type: none"> Monitoring and reporting on students' performance 	<i>Evidence provided to VRQA by the Department</i>
STUDENT WELFARE	
Student welfare <ul style="list-style-type: none"> Student Welfare policy and procedures Bullying and Harassment policy and procedures 	Yes
Student safety <ul style="list-style-type: none"> 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
Student care <ul style="list-style-type: none"> 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
Additional evidence <ul style="list-style-type: none"> 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
DISCIPLINE	
<ul style="list-style-type: none"> 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
ATTENDANCE MONITORING	

<ul style="list-style-type: none"> Attendance monitoring Attendance register 	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
STAFF EMPLOYMENT	
Teachers' requirements <ul style="list-style-type: none"> Register of all teachers with name, VIT registration number and category 	Yes
Compliance with Working with Children Act 2005 <ul style="list-style-type: none"> Procedures to ensure that all required staff have <i>Working with children check</i> A <i>Working with children check</i> register Procedures to maintain the <i>Working with children check</i> register 	Yes
SCHOOL INFRASTRUCTURE	
<ul style="list-style-type: none"> Buildings, facilities and grounds Educational facilities 	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
OTHER REQUIREMENTS	
Information about school performance <ul style="list-style-type: none"> Registration of an additional year level or campus Changing a school type or location 	<i>Evidence provided to VRQA by the Department</i> <i>Applicable only when required</i> <i>Applicable only when required</i>