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

Executive Summary

2. 1 School Context

Taylors Hill Primary School is part of the Melton network of schools in the South Western Victoria Region. Taylors Hill opened in 2010 in the growth area of East Melton and was constructed under a Public-Private Partnership agreement. It is a state of the art educational facility with flexible, modern, open-planned spaces.

Taylors Hill Primary School currently has an enrolment of 765.2 with 32 classes operating from Foundation to Year 6. There are many English as an Additional Language (EAL) students and some Aboriginal and Torres Strait Islander (ATSI) students. There are also some students who qualify for the Program for Students with Disabilities.

Staffing comprises 60.2 EFT staff made up of 15.78 Education Support staff, 38.25 Classroom Teachers, three Leading Teachers, two Assistant Principals and a Principal. The school also employs two Speech Therapists and a computer technician. The Leadership Team is comprised of the Principal, Assistant Principals and Leading Teachers.

The Leading Teachers are aligned to Professional Learning Teams and provide focused classroom coaching and support to all teachers in the areas of literacy, numeracy and 21st Century Learning. Assistant Principals contribute to the overall management of the school through involvement in policy formulation and decision making. There are Professional Learning Team Leaders at each year level who provide administrative and educational leadership to a team of teachers.

The learning environment at Taylors Hill Primary School is established through shared and documented school-based 'non-negotiables' for all classrooms, a clearly documented and consistent methodology for teaching and learning, as well as learning resources across the school including access to the latest technology. All students participate in Science, Physical Education and The Arts programs (Visual and Performing – one semester of each) and Prep and Year 1 students are also immersed in an Italian program. There is a literacy intervention program for Year 2 students as well as a Speech Therapy Assistant Program and a social skills program for nominated students across the school.

2.2   Summary of the School's Performance

2.2.1   Summary of the School's Performance against the Previous Strategic Plan
Student Achievement   The 2013—16 School Strategic Plan for Taylors Hill Primary School set a goal to maximise the literacy and numeracy learning and educational outcomes of every student in the school. Targets to support the achievement of the goal included performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) and targets associated with the teacher judgements based on the Victorian curriculum frameworks (AusVELS) and the Fountas and Pinnell reading scheme.   Whilst not all achievement targets set in the 2013—16 School Strategic Plan were met, overall performance in NAPLAN in Year 3 was strong. Year 3 students reached the target of more than 80 per cent above Band 3 in Reading and Number, but Year 5 students fell just short of the 80 per cent target above Band 5 in Reading and Number.   The relative growth achieved by students at Taylors Hill Primary School between the Year

3 and Year 5 tests showed the majority of students achieving the category of 'medium' or 'low' growth and fewer students who achieved 'high' growth between these tests.

Whilst the target for all students from Prep to Year 2 to be at the expected benchmark reading level was not met, intervention programs had been implemented to meet the needs of the students achieving below the expected level.

There were similar results in AusVELS teacher judgements with more than 90 per cent of students in Year 2 at or above 2.00 in Reading and Number, more than 90 per cent of Year 4 students at or above 3.00 in Reading and more than 10 per cent of students from Prep to Year 6 above the expected level in Reading and Number. The target was not reached for Year 4 students in Number or in Year 6 for Reading and Number.

When compared, there was a discrepancy between the AusVELS and NAPLAN data, with fewer students above the expected AusVELS levels than the NAPLAN results indicated.

Engagement and Wellbeing

The Strategic Plan set a goal for Taylors Hill Primary School to be a learning community with positive management and engagement strategies that enable improved student learning outcomes. The targets to support the achievement of this goal related to the opinion survey responses from students, parents and staff.

The targets for student safety, teacher effectiveness and stimulated learning in the attitudes to school survey to be 4.9 out of 5.0, student morale and student distress to be 6.9 out of 7.0 and school connectedness to be 4.8 out of 5.0. were not met even though, over the three year period from 2013-2015 there was continuous improvement in all areas. The target for the minimum target mean by 2016 for Prep–Year 6 in both stimulating learning and general satisfaction to be 4.9 in the parent opinion survey was met.

Student pathways and transitions

The 2013—16 school strategic plan set a goal to improve transition for every student from P-6. The targets associated with the goal were to improve parent approval of transition within the parent opinion survey. This goal was met.

2.2.2 Summary of the considerations for the next Strategic Plan

The panel agreed that the following items should be considered for the next Strategic Plan:
Strengthening the capacity of all teachers to differentiate teaching to engage, challenge and improve outcomes for every student

The panel recognised that coaching of staff needed to be a focal point in the ongoing goal of building teacher capacity and the identified area for improvement to maintain quality professional learning of staff, including the leadership team, in literacy and numeracy.

Enhancing the relative growth of student outcomes in literacy and numeracy across the school.
The use of data to inform planning to ensure all students are being taught what they need to know to achieve their best outcomes in literacy and numeracy. The panel notes that the staff at THPS analysed student data to inform their teaching. The panel confirmed there needed to be a future focus for more students to achieve more than twelve months growth each year as well as ensuring there are fewer students making less than twelve months growth each year.
Creating a whole school culture where students are empowered to contribute to their learning through recognised and valued opportunities for student voice
The panel affirmed the view that a future focus for improvement is the provision of more opportunities for student voice both in their learning and in the development of leadership skills at all levels of the school.
Improving student attendance data

Attendance at THPS is below the expected target at a school and state level and should be a focus area in the next strategic plan. The panel suggested that a review of procedures

and processes to track and monitor attendance should be considered.

2.2.3 Next steps

The review established that Taylors Hill Primary School has performed well over the period of the previous Strategic Plan and is well placed to continue to develop and maximise student learning.

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

Focus of the Review

1.1 Terms of Reference

Rationale

The selected focus areas for the review of Taylors Hill Primary School include consideration of effective use of data in curriculum planning, utilisation of student voice and attendance concerns. This was a result of a higher than expected percentage of students achieving low growth in reading and attendance data that is below the state mean, both of which were identified in the school self-evaluation and during the first day of review. Similarly, Global Citizenship is a focus area which was derived from the questions raised about the extent of the school's alignment and implementation of FISO.

Questions

1. Mandatory FISO Terms of Reference: *To what extent has the school been aligned with FISO? What evidence of implementation and impact is emerging?*
2. To what extent is data used to effectively inform planning to reduce low student growth and increase high student growth, with particular focus on Literacy and Numeracy?
3. To what extent is the school promoting student voice to enhance student engagement and improve attendance?

1.2 Methodology

The methodology was co-constructed by the Principal and Reviewer, in consultation with the SEIL, Assistant Principals, Challenge Partners and the School Council President.

Timeline for the Peer Review

Date	Activity	Required Resources	Action Officer
January 2016	Briefing to staff on upcoming review	DET documentation	Principal
April - July 2016	Development of school self-evaluation	DET documents, school level data, template/s, school personnel	Principal, Assistant Principals
June 2016	Engage school reviewer and Challenge Partners	Vendor panel and administrative support	Principal, SEIL
3 August	VRQA Registration requirements check	School policies, curriculum documentation and access to school personnel	Reviewer
3 August	Planning and preparation for the panel day, including development of the Terms of Reference	School self-evaluation, previous SSP, AIP, DET templates, school data, personnel	Principal, Reviewer, SEIL, Challenge Partners
4 August – 15 August	Preparation for the panel day	School self-evaluation, Terms of Reference, previous SSP, AIP, Personnel, school data	School Personnel
16 August	Panel day	Venue, projector, notetaking proforma, DET templates,	Principal, Reviewer, SEIL, Challenge

		previous SSP, AIP, school self-evaluation, Terms of Reference, school data	Partners with school personnel
7 November	Presentation to School Council	Review report, AIP	Principal
25 October	Presentation to Staff	Review report, AIP	Principal
21 September	Submission of report	Review report	Reviewer

Panel Day Plan

Time	Purpose, including Terms of Reference that are being addressed	Activity	Participants
9:15am	**Acknowledge the achievements of the previous strategic plan** This review of Day 1 discussions provides the basis for the Terms of Reference foci.	The Principal and reviewer will present the agreed view on the outcomes of the school's achievements and any 'unfinished business' to be considered for inclusion in the new Strategic Plan.	Reviewer, Principal, SEIL, Challenge Partners, Assistant Principal, Leading Teachers, PLT Leaders, School Council President and members
10:00am	**Clarification of roles** This short discussion will enable panel members to effectively engage with the Terms of Reference according to their role/s and will assist in a highly effective panel day.	The reviewer will provide a summary of the peer review roles and responsibilities.	Reviewer, Principal, SEIL, Challenge Partners, Assistant Principal, Leading Teachers, PLT Leaders, School Council members
10:05am	**Review of progress against the 2016 Annual Implementation Plan** This activity relates to the ToR question 1 - to what extent has the school been aligned with FISO? What evidence of implementation and impact is emerging?	School personnel will present a summary of the 2016 AIP as it relates to alignment with FISO and provide an update of progress according to the initiatives and key improvement strategies. The panel will develop an agreed view on the outcomes against ToR question 1 for inclusion in section 1.2 of the review report.	As above
11:00am	Morning Tea		
11:15am	**Curriculum Planning and Excellence** This activity relates to the ToR question 2, and the extent to which data is used to effectively inform planning to reduce the numbers of students achieving low growth and increase the number of students achieving high growth.	School personnel will present on how data is used during curriculum planning and how it challenges students to perform at a high level of growth. How are students who are below expected level catered for to increase their level of growth? Panel members will provide expert input and professional challenge.	As above
12:00pm	**Curriculum Planning and Excellence** This activity relates to the ToR question 2.	The panel will develop an agreed view on the outcomes against ToR question 2 for inclusion in section 1.2 of the review report.	As above
12:15pm	**Positive Climate for Learning** This activity relates ToR question 3 and the effectiveness of student voice and its impact of increased student engagement and improved attendance.	School personnel will provide a summary of current student voice practices and attendance and engagement data. Panel members will provide expert input and professional challenge.	As above
1:00pm	**Positive Climate for**	The panel will develop an agreed	As above

	Learning This activity relates to the ToR question 3.	view on the outcomes against ToR question 3 for inclusion in section 1.2 of the review report.	
1:15pm	Lunch		
1:45pm	**Focus on the future** Development of possible goals, targets and key improvement strategies (KIS) for the school's new Strategic Plan (SP)	The panel will develop draft goals, targets and KIS for the new SP.	Reviewer, Principal, SEIL, Challenge Partners, Assistant Principal, Leading Teachers
3.30pm	**Plenary**	The Principal and Reviewer will provide details about the finalisation of the review report.	As above
4.00pm	**Finish**		

Panel Participants

Name	Job title	Email Address
Tony Simpson	Senior Education Improvement Leader, DET	simpson.tony.j@edumail.vic.gov.au
Danielle Stella	Principal, THPS	stella.danielle.d@edumail.vic.gov.au
Heather Norbury	Reviewer	heather.norbury@valadsolutions.com
Jane Donaldson	Principal, DET	donaldson.jane.e@edumail.vic.gov.au
Paul Schwartz	Principal, DET	schwartz.paul.m@edumail.vic.gov.au
Trudy Smith	Assistant Principal, THPS	smith.trudy.t@edumail.vic.gov.au
Stuart Telford	Assistant Principal, THPS	telford.stuart.s@edumail.vic.gov.au
Michael Ellis	School Council President	michael.j.ellis@team.telstra.com

For use by the School Reviewer

School: Taylors Hill Primary School

Name of Reviewer/s: Heather Norbury

Date: 16 August 2016

Signature of reviewer: *H. H. Norbury*

Registration requirements to be met by all Government schools	Is the registration requirement met?
1 SCHOOL GOVERNANCE	
1.1 Democratic principles 1.2 Structure	*Evidence provided to VRQA by the Department*
1.3 Philosophy • Statement of the school's philosophy which includes the vision, mission, values and objectives of the school • Explanation of how philosophy is enacted *(e.g. School Philosophy Policy, School Strategic Plan, Annual Implementation Plan)*	Yes
1.4 Not-for-profit status	*Evidence provided to VRQA by the Department*
2 ENROLMENT	
2.1 Student enrolment numbers	*Evidence provided to VRQA by the Department*
2.2 Student enrolment policy *(***Specialist and Specific Purpose Schools ONLY [see end of document for listing])* • Copy of the school's enrolment policy which is consistent with all legal requirements, and details on how it is currently implemented	N/A
2.3 Register of enrolments	*Evidence provided to VRQA by the Department via CASES21*
3 CURRICULUM AND STUDENT LEARNING	
3.1 Curriculum framework • Explanation of how appropriate time is allocated across the eight learning areas *(e.g. timetable, time allocation per learning area)* • Explanation of how and when curriculum and teaching practice is reviewed *(e.g. School Strategic Plan, Annual Implementation Plan, Curriculum Statement, Staff Professional Development Statement, Curriculum Framework policy)* • An outline of how the school delivers its curriculum, whether through the AusVELS, Victorian Curriculum F-10 or other approved curriculum programs, integrated programs or online learning *(e.g. Curriculum Framework policy or statement)* • A whole-school curriculum plan showing how the curriculum is organised *(e.g. Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan)*	Yes
3.2 Student learning outcomes • Documented strategy to plan for and improve student learning outcomes (include: what data the school collects to monitor outcomes; how the school analyses and uses data to set goals and targets for outcomes, including for students at risk; how the data is being analysed, used and reported.) *(e.g. Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement)*	Yes
3.3 Monitoring and reporting on students' performance	*Evidence provided to VRQA by the Department via*

	CASES21

4	STUDENT WELFARE	

4.1.(a) Care, safety and welfare of students i) **Student** Welfare • Duty of Care owed to students • Student Welfare policy and procedures *(e.g. Student Engagement and Inclusion policy)* • Bullying and Harassment policy and procedures, including cyber bullying. *(e.g. Anti-bullying policy/procedures, Managing Complaints and Grievances policy)*	Yes
• **Complaints and Grievances policy and procedures**	*Evidence provided to VRQA by the Department*
ii) Student **Safety** • On-site supervision of students policy and procedures *(e.g. Supervision and Duty of Care policies, Visitors policy)* • Supervision of students when engaged in off-site activities and which includes consideration of the risk of bushfire in the activity location *(e.g. Excursion and Camps policies)* • Ensuring the safety and welfare of students learning with an external provider (when the school contracts with another school, a registered training organisation or an organisation not registered as an education and training provider) *(e.g. External provider policy, Excursion and camps policies)*	Yes
iii) Managing the risk of child abuse *(**Not for review until 2017**)* • Policies**, procedures, measures and practices in accordance with** Ministerial Order 870 **for managing the risk of child abuse**	*Not for review until 2017*
iv) Student Care • Care arrangements for ill students *(e.g. Care arrangements for ill students policy)* • Distribution of medication policy and procedures • Register of staff trained in first aid • Record of student medical conditions and management • An anaphylaxis management policy containing matters required by Ministerial Order 706 and the (associated) Anaphylaxis Guidelines issued by the Department of Education and Training (DET) (where a student has been diagnosed as being at risk of anaphylaxis)	Yes
v) Additional Evidence • Mandatory reporting policy and procedures *(e.g. Child protection reporting policy)* • Accidents and incidents register • First aid policy and procedures • Internet use policy and procedures *(e.g. ICT Acceptable Use policy and procedures)* • Critical incident plan • Emergency management plan which must be reviewed at least annually and immediately after any significant incident. This plan must be site specific and include guidelines for emergency bushfire management. (EMP must be on current DET template) • Outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community *(e.g. Communication Procedures and Schedule)*	Yes
4.1.(b) Emergency bushfire management • **Schedule for monitoring and removal of materials that may be easily ignited** • **Safe storage of flammable materials** • **Building exits are continuously kept clear of obstructions** • Assembly points are designated and have appropriate access to emergency equipment • **Access to facilities and grounds for emergency vehicles** **BARR schools need extra information that includes:** • **Schools listed on the Bushfire At-Risk Register must have an Emergency Management Plan that details the school's response to managing bushfire risk.** • **A record of provision of information on bushfire preparedness policy and procedures to staff (including relief staff) and parents** • The school's closure arrangements for Code Red days as per the school's Emergency Management Plan • **A record of training of staff with specific roles and responsibilities in preparing for,**	Yes

monitoring and executing emergency bushfire procedures including the effective operation of relevant emergency equipment • **Record of practise of evacuation procedures and drills at least once per term** • **An updated register of bushfire emergency equipment in working order** • **Notices of bushfire evacuation procedures and emergency contact numbers located appropriately around the school** • **A record of annual visitation or consultation with relevant agencies** *(e.g. Emergency Management Plan)*	
4.2 Discipline • Policy statement that explicitly prohibits corporal punishment • The school's behaviour management policy and procedures and how the policy and procedures ensure procedural fairness *(e.g. Student Engagement and Inclusion policy, Behaviour Management policy)* • An outline of how the school communicates these policies and procedures to the school community *(e.g. Communication Procedures and Schedule policy)*	Yes
4.3 Attendance monitoring	*Evidence provided to VRQA by the Department via CASES 21*
4.4 Attendance register	*Evidence provided to VRQA by the Department via CASES 21*
5 STAFF EMPLOYMENT	
5.1 Teachers' requirements • A register of teachers containing each teacher's name, their Victorian Institute of Teaching (VIT) registration number, the VIT category of registration (provisional registration, full registration, permission to teach) and the expiry and renewal date of the teacher's registration.	Yes
5.2 Compliance with *Working with Children Act 2005* • Procedures to ensure that all staff required to do so by the *Working with Children Act 2005*, have a current Working with Children Check • A register of the Working with Children Check for all non-teaching staff (a proforma is acceptable) • Procedures for maintaining the register	Yes
6 SCHOOL INFRASTRUCTURE	
6.1 Buildings, facilities and grounds	*Evidence provided to VRQA by the Department*
6.2 Educational facilities	*Evidence provided to VRQA by the Department*
7 OTHER REQUIREMENTS	
7.1 A copy of the school's annual report that contains the mandatory information	*Evidence provided to VRQA by the Department*
• An outline of how the Annual Report is distributed and promoted	Yes
8 ADDITIONAL REGISTRATION REQUIREMENTS TO BE MET BY SCHOOLS OFFERING A <u>SENIOR SECONDARY</u> COURSE OR QUALIFICATION (VCE / VCAL / IB)	
8.1 Student Learning Outcomes • Current student and staff handbooks and course outlines for the accredited qualification *(e.g. Student VCE/VCAL Handbooks)* • Sample student learning sequences or plans for the accredited qualification *(e.g. Student VCE/VCAL Handbooks, Staff Handbook)* • Procedures and documentation to indicate that staff and students have been provided with current and accurate information about the awarding body's requirements including course standards, timelines and qualification requirements *(e.g. Student VCE/VCAL Handbooks, Staff Handbook)*	Yes ☐ No ☐

• If the school shares responsibility for a senior secondary course with another provider, there must be evidence of a copy of a written agreement between the providers stating how the requirements of the student learning outcomes standard will be met *(for more information: http://www.education.vic.gov.au/school/principals/finance/pages/purchasing.aspx)*	
8.2 Student Records and Results • Policies and procedures to maintain accurate student records *(e.g. Student VCE/VCAL Handbooks, Staff Handbook, Student Records and Results policy)* • Policies and procedures to undertake an annual analysis of records and results *(e.g. Staff Handbook)* • Policies and procedures to monitor patterns of student participation and completion rates *(e.g. Student VCE/VCAL Handbooks, Staff Handbook)* • If the school shares responsibility for a senior secondary course with another provider, there must be evidence of the written agreement between the providers stating how the requirements of the student records and results standard will be met.	Yes ☐ No ☐
8.3 Student Welfare • An outline of how students with special needs will be provided with opportunities to access the course *(e.g. Student VCE/VCAL Handbooks, Staff Handbook)* • If the school shares responsibility of a senior secondary course with another provider, there must be evidence of a written agreement between providers stating how each manages its legal responsibilities for students who attend the course, travel between providers or go on excursions	Yes ☐ No ☐
8.4 Teaching and Learning • A register of teachers' qualifications or the principal's attestation of teachers' qualifications • A plan of the school showing the location of physical facilities to support the course *(e.g. school plan with markup of facilities to be used)* • An overview of teaching resources and that they meet the current requirements of the owner of the course *(e.g. Teaching Resources Statement)* • Policy and procedures to ensure the consistent application of assessment criteria *(e.g. Student VCE/VCAL Handbooks, Staff Handbook, Senior Secondary Assessment policy)* • Processes to oversee conduct of assessment including processes to conduct investigations and hearings, and if necessary amend or cancel assessments *(e.g. Student VCE/VCAL Handbooks, Staff Handbook)* • If the school shares responsibility for a senior secondary course with another provider, there must be evidence in the form of a copy of a written agreement between the providers stating how the requirements of the teaching and learning standard will be met.	Yes ☐ No ☐

If you require support regarding the minimum standards:
- email school.reorganisation@edumail.vic.gov.au, or
- telephone the Department of Education and Training on 9651 0280, or
- contact your Senior Education Improvement Leader.

For further school registration information and evidence examples please see:

VRQA Guidelines to the Minimum Standards
Registration Requirements for 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
- 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

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