

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

### Executive Summary

#### 2. 1 School Context

Hurstbridge Primary School is in the semi-rural township of Hurstbridge, 32 kilometres northeast of Melbourne. Currently the school attracts students from the Hurstbridge township as well as outlying areas. Hurstbridge Primary School students and the wider community are involved in a viable sustainability program, assisting in making sure that the environmental needs of the community are maintained for future generations.

While Hurstbridge Primary School has a relatively stable enrolment, the area just a few kilometres to the west is one of Melbourne's fastest growing corridors. As such, the establishment of schools in this growing area has meant less students travelling to Hurstbridge for their education. The school's Student Family Occupation (SFO) has declined slightly placing the socio-economic status of the student cohort in the low range.

The current school population is 342 students, including indigenous students and students who receive additional funding as part of the Program for Students with Disabilities (PSD). The school operates 14 classes and runs specialist programs in Physical Education, Art, Music and Italian. A large multi-purpose room, a central library and computer lab provide added learning spaces for students. An instrumental music program is available for all students in a well-resourced specialist room. Intervention programs supporting students are run throughout the school, with an extension program from Years 2 to 6. The school has access to a school psychologist and speech therapist for students one half day per week. The establishment of a vegetable garden, keeping of chickens and an involvement in the Stephanie Alexander program has seen the school focus more on growing food and sustainability over the past three years.

Staffing within the school ranges from very experienced to relatively new teachers. Currently Hurstbridge Primary School has a total of 19.7 Equivalent Full Time (EFT) teaching staff. An additional 4.2 (EFT) non-teaching Staff work across the school in administration, the PSD program, First Aid and the Out of School Hours Program. The Leadership Team consists of Principal, Assistant Principal and Leading Teachers who also act as Professional Learning Team (PLT) leaders. Hurstbridge Primary is part of the Nillumbik Schools Network in the North-Western Victorian Region. Staff members attend Regional Professional Learning Networks with several involved at the organisation and leadership level.

Student leadership opportunities aim to build pride in the school and support the building of positive relationships. A range of initiatives have been developed including Student Representative Council, Peer Mediators, school assemblies, a leadership conference and the Captaincy and House System.

The parents at Hurstbridge Primary assist in many ways at the school, including classroom activities, clubs and the Stephanie Alexander program, sporting events and special events such as concerts. Parents are involved in fundraising through the Parents' Group and through School Council and its sub committees in the areas of Finance, Facilities, Canteen, Out of School Hours Care and Policy.

## 2.2 Summary of the School's Performance

### 2.2.1 The School's Performance against the Previous Strategic Plan

The performance of the school is considered in this report in relation to the 2012-2015 School Strategic Plan (the Plan).

#### *Achievement*

The Plan included a focus on improving student outcomes in Literacy and Numeracy across Years P-6. Although the target set to increase the number of students in the top three bands of NAPLAN was not achieved in all areas it was achieved in year 3 in Numeracy and in year 5 in Reading. However the majority of students achieved in the top four bands in all areas in years 3 and 5, which is above the National Minimum Standard (NMS). The number of students achieving at or below the NMS in NAPLAN was reduced significantly in Year 3 Grammar & Punctuation, Spelling and Numeracy and in Year 5 Grammar & Punctuation.

#### *Engagement and Wellbeing*

Goals in the Plan were set to improve student engagement and connectedness across the school in years Prep-6 and to maintain and improve student transitions through the stages of learning. These goals were linked to targets measured by the Student Attitudes to School Survey (SATSS) and the Parent Opinion Survey (POS). The school did not reach all of the targets set for Student Engagement but in other areas the school demonstrated continual improvement. The targets set for improvements in the Parent Opinion Survey data were all met.

The Plan set a target to reduce the number of student absences which was met for years Prep, 1, 3 and 4 between 2012 and 2014. Whilst the average days of student absences for the school was slightly above the target it remained below the state mean. The school did not meet the target for Transitions but several initiatives have been implemented to support improved experiences of student transition at Hurstbridge Primary.

### 2.2.2 Summary of the considerations for the next Strategic Plan

#### ACHIEVEMENT

Throughout the school it was highlighted that there was potential to support greater extension of student achievement, particularly in Reading, Writing and Numeracy. Whilst the review established that there were significant strategies in place to support student learning, consistent and whole school approaches to curriculum, assessment and the use of student achievement data to inform curriculum planning and identification of students' point of learning need was required.

#### ENGAGEMENT

The review found that there were many indicators of student engagement and attendance has improved during the period of the Plan. Although students have opportunities to showcase their learning within both school and the community, a future focus could be engage parents in student learning with student-orientated information nights.

The review also highlighted a need for students to have more opportunities for choice in curriculum planning and development of units of inquiry.

#### WELLBEING

The current approach to supporting student health and wellbeing was successfully supporting the creation of a safe learning environment for all students. Future work in wellbeing which was identified through the review was to revisit current wellbeing programs and values to evaluate their effectiveness at various levels and to ensure they support students even more effectively.

#### PRODUCTIVITY

The review panel discussed the challenges of maintaining school budgets to support the

implementation of actions required in the new Strategic Plan. Particular focuses could be on professional learning for staff, increased opportunities for fundraising, more effective use of school facilities and more targeted promotion of the school within the local community.

### **2.2.3 Next steps**

The review established that Hurstbridge Primary School has performed well over the period of the previous Strategic Plan and that this will provide a strong basis on which the school can build performance. The school has the opportunity to establish a culture of improvement and a willingness within the staff to continuously improve student achievement and engage parents in their child's learning.

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

## Aim / purpose

The School Review and Panel Day was held on Thursday 26 November 2015. The aim of the Peer Review was to evaluate the school's performance over the last four years. Focus was on challenges faced, successes, failures and how the school had performed in relation to Achievement, Wellbeing, Engagement and Productivity. All stakeholders involved in the Panel Day were encouraged to be actively involved in discussions throughout the day and be willing to openly interrogate and applaud various aspects of the school in a formal forum which would remain confidential. Areas for future directions were focused on to assist with the development of the school's new Strategic Plan.

The school self-evaluation and process of consultation with all key stakeholders identified areas of performance as focus areas and the scope of the review. The rationale for the focus of the review was to fully understand what the school wants the student to learn, how they will know the students have learnt it and the engagement of students and parents in the learning process. The following questions were developed to support the review:

### *Achievement*

- How will a whole school approach to school improvement using the Powerful Learning Strategy impact on student outcomes?
- To what extent will a review of the Numeracy program improve student outcomes?
- How will a whole school approach to Peer Observations improve teacher capacity?

### *Engagement*

- To what extent will increased student voice and student leadership improve student engagement?

### *Wellbeing*

- How will increased parent participation and involvement at the school impact on student wellbeing?

### *Productivity*

- To what extent will improved marketing and promotion of the school improve community engagement and foster financial stability

## Methodology

Hurstbridge Primary School was scheduled for a review in 2015. The targets and goals of the 2012-2015 School Strategic Plan were considered in the self-evaluation process and the following sources of data used in evaluating performance:

- 2014 School Summary Report
- School Strategic Plan for the period 2012-2015
- School Self-Evaluation Report
- 2014 Annual Report
- 2015 Parent Opinion Survey
- 2015 Staff Opinion Survey
- 2013 and 2014 School Performance against Threshold Standards data

The preparation for the panel day included consideration of key issues arising from the self-evaluation. The Independent School Reviewer, Heather Norbury visited the school in preparation for the review. She then liaised with the Principal to facilitate the peer review day, to cross reference and ensure the scope of the review was manageable. The reviewer was provided VRQA documentation, the School Self Evaluation Report and data sets in advance of the review date. Peer Reviewers Heather McIntosh and Gerard Fay were provided the School Self Evaluation Report, the Terms of Reference and the Agenda for the review day in advance of the review date. School Council were informed about the School Review process and approved the response to the VRQA registration requirements. The School Council President, Ivan Carter, attended on the review day. Members of the teaching staff also participated in the day.

### Timeline for the review

Date	Activity	Resources	Action officer
Term 2, 2015	Briefing to staff on upcoming review	Principal - P. Banks	Principal - P. Banks
Term 2, 2015	Student survey	Principal and students	Principal - P. Banks
Terms 2 and 3, 2015	School Council briefings	Principal and Leadership Team	Principal - P. Banks
Term 3, 2015	Curriculum Day – self-evaluation	Staff and Principal	Principal - P. Banks
26/10/2105	Pre-Visit	Principal – P. Banks School Reviewer – H. Norbury Data Sets	Principal – P. Banks School Reviewer – H. Norbury
26/11/15	Panel day	Principal – P. Banks School Reviewer – H. Norbury Panel Members	Principal – P. Banks School Reviewer – H. Norbury
3/12/15	Draft Peer Review Report to Principal and Peers	Principal, Peers	Heather Norbury, Principal - P. Banks
10/12/15	Complete final review report with panel recommendations for improvement and submit to Principal, Peers and DEECD	Feedback from Principal and Peers	Heather Norbury Emma Richardson, Valad Solutions
Term 4, 2015	Presentation to staff	Principal - P. Banks	Principal - P. Banks
Term 4, 2015	Presentation to school council	Principal - P. Banks	Principal - P. Banks

### Panel day plan

Time	Activity and purpose	Who	Expected outcomes (i.e. what we expect this activity will achieve)
9:00-11:00	Introduction and welcome Overview for the day Discussion of self-evaluation and the findings Panel discussion of school performance in the Student achievement data	<ul style="list-style-type: none"> <li>Principal - P. Banks</li> <li>Accredited reviewer – H. Norbury</li> <li>Peers – H. McIntosh, Gerard Fay</li> <li>Staff members – Chris Tatnell, Judy Cooper, Rob Szydowski</li> <li>School Council representatives – Ivan Carter and Penni Russon</li> </ul>	To enable the panel to gain a view of the school performance in relation to the current Strategic Plan and the barriers and enablers to meet goals and targets.
11:00-11:30	Morning Tea		
11:30-1:00	Panel discussions of school performance in the following areas; Engagement, Wellbeing and Productivity	<ul style="list-style-type: none"> <li>Principal – P. Banks</li> <li>Accredited reviewer – H. Norbury</li> <li>Panel members</li> </ul>	To enable the panel to gain a view of the school performance in relation to the current Strategic Plan and the barriers and enablers to meet goals and targets.
1:00-1:45	Lunch		
2:00 – 3:15	Recommendations for improvement in <ul style="list-style-type: none"> <li>Student achievement</li> <li>Engagement</li> <li>Wellbeing</li> <li>Productivity</li> </ul> Next steps – school strategic plan Conclusion	<ul style="list-style-type: none"> <li>Principal – P. Banks</li> <li>Accredited reviewer – H. Norbury</li> <li>Panel Members</li> <li>Accredited reviewer – H. Norbury</li> </ul>	To provide suggestions for the school to consider in the future and the key steps in addressing these issues.

## Appendix 2: Registration Requirements: Summary Statement Hurstbridge Primary School

Signature of Reviewer: *H. Dr. Norbury*

Date: 26/11/2015

Name of Reviewer: Heather Norbury

Registration requirements to be met by all Government schools	Is the registration requirement met?
<b>SCHOOL GOVERNANCE</b>	
<ul style="list-style-type: none"> <li>Democratic principles <i>Evidence provided to VRQA by the Department</i></li> <li>Structure <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<ul style="list-style-type: none"> <li>Philosophy (e.g. - SSP, AIP)</li> <li>Statement of school philosophy</li> <li>Explanation of how philosophy is enacted</li> </ul>	<b>YES</b>
<ul style="list-style-type: none"> <li>Not-for-profit status <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>ENROLMENT</b>	
<ul style="list-style-type: none"> <li>Student enrolment policy <b>(Specialist and Specific Purpose*<sub>[see below]</sub> schools ONLY)</b></li> </ul>	<b>N/A</b>
<ul style="list-style-type: none"> <li>Student enrolment numbers <i>Evidence provided to VRQA by the Department</i></li> <li>Register of enrolments <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>CURRICULUM AND STUDENT LEARNING</b>	
<ul style="list-style-type: none"> <li>Time allocation per learning area (e.g. Timetable)</li> <li>Explanation of how and when curriculum and teaching practice will be reviewed (e.g. - SSP, AIP, Curriculum Committee minutes, staff Professional Development)</li> <li>Outline of how the school will deliver its curriculum (e.g. Scope and sequence)</li> <li>A whole school curriculum plan (e.g. Scope and sequence)</li> <li>Documented strategy to improve student learning outcomes (e.g. - SSP, AIP)</li> </ul>	<b>YES</b>
<ul style="list-style-type: none"> <li>Monitoring and reporting on students' performance <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>STUDENT WELFARE</b>	
Student welfare <ul style="list-style-type: none"> <li>Student Welfare policy and procedures</li> <li>Bullying and Harassment policy and procedures</li> </ul>	<b>YES</b>
Student safety <ul style="list-style-type: none"> <li>On-site supervision policy and procedures</li> <li>Excursion policy and procedures</li> <li>Camps policy and procedures</li> <li>Ensuring safety and welfare of students with external providers policy and procedures</li> </ul>	<b>YES</b>
Student care <ul style="list-style-type: none"> <li>Care arrangements for ill students</li> <li>Distribution of medication policy and procedures</li> <li>Anaphylaxis management policy and procedures</li> <li>Register of staff trained in first aid</li> <li>Record of student medical condition and management</li> </ul>	<b>YES</b>
Additional evidence <ul style="list-style-type: none"> <li>Mandatory reporting policy and procedures</li> <li>Accidents and incidents register</li> <li>First aid policy and procedures</li> <li>Internet policy and procedures</li> <li>Critical incident plan</li> <li>Emergency management plan</li> <li>An outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community</li> <li>Emergency bushfire management</li> </ul>	<b>YES</b>
<b>DISCIPLINE</b>	
<ul style="list-style-type: none"> <li>Behaviour management policy and procedures (including procedural fairness and an explicit statement prohibiting corporal punishment)</li> <li>An outline of how the school communicates these policies and procedures to the</li> </ul>	<b>YES</b>

school community	
<b>ATTENDANCE MONITORING</b>	
<ul style="list-style-type: none"> <li>Attendance monitoring</li> <li>Attendance register</li> </ul>	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
<b>STAFF EMPLOYMENT</b>	
Teachers' requirements <ul style="list-style-type: none"> <li>Register of all teachers with name, VIT registration number and category</li> </ul>	<b>YES</b>
Compliance with Working with Children Act 2005 <ul style="list-style-type: none"> <li>Procedures to ensure that all required staff have <i>Working with children check</i></li> <li>A <i>Working with children check</i> register</li> <li>Procedures to maintain the <i>Working with children check</i> register</li> </ul>	<b>YES</b>
<b>SCHOOL INFRASTRUCTURE</b>	
<ul style="list-style-type: none"> <li>Buildings, facilities and grounds</li> <li>Educational facilities</li> </ul>	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
<b>OTHER REQUIREMENTS</b>	
Information about school performance	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> <li>Registration of an additional year level or campus</li> <li>Changing a school type or location</li> </ul>	<i>Applicable only when required</i> <i>Applicable only when required</i>
<b>Additional registration requirements to be met by schools offering a <u>senior secondary</u> course or qualification (VCE / VCAL / IB)</b>	
Student learning outcomes <ul style="list-style-type: none"> <li>Current student and staff handbooks</li> <li>Sample student learning sequence</li> <li>Procedures and documentation to indicate staff have been provided with current and accurate information</li> <li>Policies and procedures to enable compliance with the awarding body</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student records and results <ul style="list-style-type: none"> <li>Policies and procedures to maintain accurate student records</li> <li>Policies and procedures to undertake an annual analysis of records and results</li> <li>Policies and procedures to monitor patterns of student participation and completion rates</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student welfare <ul style="list-style-type: none"> <li>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</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Teaching and learning <ul style="list-style-type: none"> <li>Qualified and competent staff to teach and assess the class</li> <li>Suitable teaching resources and physical facilities to provide the course</li> <li>Processes to ensure consistent application of assessment criteria</li> <li>Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>

If you require support regarding the minimum standards:

- email, 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:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Austin Hospital School</li> <li>Avenues Education</li> <li>Blackburn English Language School</li> <li>Collingwood English Language School</li> <li>Croydon Community School</li> <li>Distance Education Centre Victoria</li> <li>John Monash Science School</li> <li>Kensington Community High School</li> </ul> | <ul style="list-style-type: none"> <li>Lynall Hall Community School</li> <li>Noble Park English Language School</li> <li>Sovereign Hill School</li> <li>Sydney Road Community School</li> <li>The Alpine School</li> <li>Travancore School</li> <li>Victorian School of Languages</li> <li>Western English Language School</li> </ul> |
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