



Department of Education and
Early Childhood Development

Peer Review Report

Heatherhill Primary School
South Eastern Region

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2. Executive Summary

During the current strategic period, Heatherhill Primary School (HPS) used findings from the previous Extended Diagnostic Review to initiate a deep analysis of factors identified that may have been inhibiting progress. This deep analysis was used to identify opportunities for improvement and coincided with the appointment of a new principal around that time, creating an excellent opportunity for the school to refocus on the vision and strategic intent for the future years. The peer review in 2014 has benefited from this analysis and the panel discussion noted consideration of the school context and improvement planning over time suggests that a number of key foundations are in place, and that many strategies likely to lead to continued improvement are being implemented.

The strategic and scaffolded work of the current leadership team has impacted on improvement trends in many areas of the school including aspects of the student data. The shift in systems, culture, practices and facilities development has been a source of pride in the school community, as indicated by the improvement in student achievement data and appears to be leading indicators of the cultural change being implemented by the school. There are many reasons to celebrate; this is a school embracing changes and the commitment to continuing the improvement journey is evident in the language and actions of the leadership team and staff.

The Terms of Reference gave the panel four guiding statements with the following outcomes:

1. To what extent has the focus on building leadership capacity across the school improved school culture?

Following the recommendations from the previous Extended Diagnostic review; *to develop staff leadership, teacher efficacy in teaching and learning, and to improve school culture in order to improve student outcomes*; the school has worked hard over the current strategic period to build a more collegial, professional and supportive working culture where all staff share a collective responsibility for improving student learning.

Professional learning was targeted at developing leadership and teacher capacity. The Leadership Team completed the Bastow course *Leadership Teams* and several staff have undertaken individual leadership coaching in a *Future Leaders* program through Intuyu Consulting. The pedagogical frameworks of Walker Learning, Inquiry based learning and Visible Learning (John Hattie) have been the main focus of professional learning for teachers. The school's leadership group, the Teaching and Learning Coach, along with outside providers have combined to provide effective professional learning including a coaching model with all teaching staff participating in team and individual coaching sessions. Teachers clearly articulated during the panel discussion that this has been a valuable model and in the words of one teacher; *'Coaching gives you the time to think about your vision...and it keeps you on track'*. Continuing and expanding these frameworks and models is recommended for the new strategic period.

As part of the School Strategic Plan (SSP), a new pedagogical vision was developed which has served to shape the school-wide focus on building a robust performance and development culture using Four Principles that drive all professional learning, planning and the coaching program at the school.

These principles are:

1. Relationships form the basis of all learning. Learning partnerships are formed to enable students to drive their own learning.
2. Learning starts from the point of need, extending and challenging learners to achieve growth and success.
3. Learners' engagement needs are met through rich and authentic learning experiences.

4. Evidence of learning is made visible within the learning partnership. Assessment and learning continua are used to match the curriculum to the learning needs of individual students.

Strong support by staff to embrace the school vision has assisted staff to develop their competence as teachers and identify areas for further improvement. The school has introduced three Professional Learning Teams (PLT's) in the areas of Literacy, Numeracy and Innovations, Investigations and Inquiry, allowing for the implementation of key teaching and learning strategies across the whole school. Leadership team members meet regularly with teams with a focus on using data to improve student learning.

The leadership team is determined to build the capacity of teachers and to ensure high levels of accountability among staff. By carefully choosing professional teams, the school can maximise the skills and talents of staff and continue to build a sense of shared responsibility and efficacy.

2. *How has the emphasis on developing teacher efficacy and teacher expertise in 21C teaching and learning through coaching and professional learning impacted on student outcomes?*

During the strategic period there has been a whole school focus on improving teacher capacity. This has included professional learning within the school using John Hattie's research around visible learning and feedback, and instructional models of practice. An effective teaching framework based on using Learning Intentions and Success Criteria to improve explicit teaching has been implemented during the period of the School Strategic Plan (SSP), and has had a big impact on students' leadership and ability to take responsibility for their own learning, becoming independent, self-monitoring learners.

Whilst this pedagogical model has been largely successful, and many teachers now use the framework effectively and consistently, having high expectations of their students, their colleagues and themselves, it is still an evolving process for some. Panel discussion centred on the need to now introduce differentiation of teacher professional learning, allowing for further growth for those teachers who are confident with the model, while still providing scaffolded support for others.

Teachers regularly plan together using AusVELS, and consistent unit planners are evident within a grade level, although not always consistent across the school. Common planners for Walker Learning and Inquiry Learning are utilised and link with specialist teachers. Considerable effort and planning has gone into the planning for inquiry, particularly the *tuning in* phase of the inquiry. In Both the Walker Learning and Inquiry based learning, units of work are driven by what the students want to learn providing a high degree of engagement and excitement about the inquiry. Students help develop the inquiry questions and also help develop the assessment rubric; the culminating event drives what they need to learn to get to that big goal (success criteria). Through careful scaffolding by the teachers, students are clear about what and how they learn. Teachers on the panel articulated they have noticed that students who have been through the Walker Learning program in the Early Years, move into Inquiry learning in the middle and senior years easily, and are very used to asking questions and generating ideas. Discussion from the panel suggested that in order to track the effectiveness of the inquiry programs over time across the school, implementing small action research projects may be a way to investigate this through forums to share teacher practice.

Panel discussion revealed that the school works hard to prepare students to be self-motivated independent learners. Walker Learning in the early Years, the Inquiry approach across the middle and senior years, along with the Year 5/6 open plan personalised learning, assists students to set their own learning goals, and teachers spend considerable time developing this. The panel suggested that ensuring this is consistent and scaffolded carefully across the school would be a priority in the next SSP.

There is evidence in the school of effective curriculum documentation across each grade level; however this

is not always consistent across the whole school. In considering what is required to ensure the school has a clearly documented, guaranteed and viable curriculum based around AusVELS requirements and personalised learning, the panel recommended an audit of inquiry topics and an update of all existing documents. Discussion from the panel suggested that in order to develop a school wide scope and sequence for both literacy and numeracy, the literacy and numeracy teams could look at a variety of examples and models from other schools provide a starting point for this process. There is recognition that more able students will benefit from sophisticated use of technology and units of study which set high expectations and enable more student personalisation.

Teacher capacity continues to build and there was some evidence to suggest that informal peer observations are being used amongst some staff, to observe each other's practice and provide feedback. An action plan is then developed by teachers to make improvements in their practice. The panel recommended maximising a collaborative, rigorous approach to improved practice and increased professional learning for all staff, expanding this model to be school wide.

3. To what extent is data understood, analysed and used effectively to inform planning for point of need teaching and learning and to monitor student growth in literacy and numeracy?

Over the strategic period a more rigorous and relevant school-wide assessment schedule was introduced, and the review highlighted evidence of assessment schedules being used in both literacy and numeracy, leading to a level of consistency in teaching and learning. Various student assessment-tracking tools are being used to track individual, class and cohort learning outcomes, including a data wall to track the growth, via AusVELS progression points, of every student in writing across the school. Greater use of assessment tracking tools has led to the identification of student and cohort trends and a more strategic focus in teaching and learning programs. Panel discussion noted that moderation of student work is in evidence across some year levels but recommended introducing increased moderation school-wide to ensure teacher judgements are consistent.

The review panel discussed the variation in how teachers analyse the data and teachers' understanding of how to use assessment in a consistent way to inform instruction at the point of student need. Using data to inform differentiated instruction is an area that would benefit from more consistency. The school has deliberately maintained and promoted smaller sized classes, and this is an excellent opportunity for teachers to embrace the true understanding of differentiation.

In exploring the effectiveness of the coaching model it became clear that this model has assisted teachers to collect and analyse assessment data more effectively leading to improved achievements in both literacy and numeracy, and has been assisted by valuable input from outside providers and expertise found within the school. Continuing with, and strengthening this model, ensuring differentiation of individual teacher's professional learning, is recommended for the new strategic period.

4. How well does the school balance the wellbeing needs of students and staff?

Improving the school culture was a key improvement strategy in the last SSP, and intervention to address school climate issues was supported by the Southern Metropolitan Region (SMR) in 2010-11, enabling the school to employ a number of strategies to address behaviours harmful to a positive school culture. In discussions with the panel, there was significant evidence to suggest that the targeted professional learning for leadership and staff, a clear focused pedagogical vision, and the introduction of a coaching model, have strongly supported and assisted the increased collegiate culture at HPS. Staff opinion data gathered from both Department of Education and Early Childhood Development (DEECD) and school based surveys show a marked increase in all variables over the strategic period, indicating a much higher level of staff collegiality. Anecdotal

discussions with staff also revealed they feel strongly supported by leadership and are openly encouraged to share and plan effectively with colleagues. The leadership and staff have worked hard to improve pedagogy and practice, aligning rigorously with the school vision, and this should continue to be an ongoing area of focus in the new SSP.

Improving the levels of student motivation and learning confidence has been a major focus of HPS during the strategic period, and the school offers an inclusive co-curricular program incorporating the Inquiry Approach to learning that is regularly monitored and reviewed. Many staff members place a high value on developing positive relationships with students as a precursor to effective teaching and learning, providing opportunities for students within a safe, supportive and nurturing environment. Student survey data over the strategic period showed high levels of student engagement, peer and school connectedness, and motivation to learn.

The school is actively engaged with its community and has developed very effective partnerships with community groups and organisations over time. Discussions with parents indicated they were generally very satisfied with the school and enthusiastically endorsed some of the more recent changes and improvements that the school has embarked on. Parents commented on the smaller size of the school, making community involvement easier, and noted that many parents choose to send their children to HPS, because of the programs the school offers and the clear vision of the school, even though it might not be geographically, the closest option. Those present represented a dedicated group of parents who strive to support the school in any way they can.

Parents also commented on the high level of strategic management that has brought about significant changes and improvement over the review period at the school, and they indicated the school now has a clear vision, and the leadership have high expectations of staff and students. They listed several reasons for this such as; Walker and Inquiry Learning, the increased facilities in technology, approachable teachers; they feel the children are well looked after, relationships with the local kindergartens and the attractive physical environment. They also commented on the many opportunities offered to students such as; excursions, concerts, artists in residence, country exchange trips, and embracing other cultures through performance culture.

The review found that Heatherhill PS is compliant with legislative and Department of Education and Early Childhood Development (DEECD) policies and requirements (including VCAA and VRQA), and that leaders, staff and School Council act ethically. No issues relating to probity and ethics were raised as part of the review.

The following recommendations are the outcome of panel day deliberations.

Panel recommendation

GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
<p>Achievement</p> <p>To improve literacy and numeracy outcomes for every student across the school</p>	<ul style="list-style-type: none"> To have all students deemed capable make at least one year's growth as indicated by AusVELS in both Literacy and Numeracy - Effect size at least .8 Increase the percentage of students scoring 'high' in the NAPLAN relative growth trend 	<ul style="list-style-type: none"> Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice – Consistently apply to develop a consistent approach to teaching literacy and numeracy Embed best practice in teaching literacy using the experience gained from the professional learning which has resulted in improved numeracy outcomes Continue to build increased moderation across literacy and numeracy to ensure that teacher judgments are consistent across all levels to better inform instruction Continue to improve personalised learning - the way the school extend and support students through WALKER and inquiry learning Continue to build capacity of teachers – through a rigorous team approach and professional learning ensuring a common language – using Marzano and Hattie Embedding Pedagogical framework – visible learning (principles)through differentiated coaching and professional learning -succession plan
<p>Engagement</p> <p>To deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning</p>	<ul style="list-style-type: none"> Increase the <i>learning confidence, connectedness to school, student motivation and stimulating learning</i> measures on the student attitudes to school survey to be within the 3rd quartile or higher for all cohorts over the life of the strategic plan 	<ul style="list-style-type: none"> Develop and document a guaranteed and viable curriculum through a scope and sequence aligned with AusVELS across the school Maintain and deepen the comprehensive approach for engaging all students in their learning Increase involvement and participation in student decision making and goal setting through an enhanced student voice Improve transitions into, through and beyond the school Maximize the potential of ICT to improve learning and connect students and staff to other school communities and global learning opportunities
<p>Wellbeing</p> <p>To improve student connectedness to their learning across the school</p>	<ul style="list-style-type: none"> Increase the <i>connectedness to School, and connectedness to peers</i> measures on the parent survey to be within the 3rd quartile or higher over the life of the strategic plan 	<ul style="list-style-type: none"> Maintain and deepen a focus on personalised learning through development of responsibility as learners Continue to build and deepen the capacity of all leaders and teachers in effective teaching and learning through distributive leadership Expand an agreed approach to track student learning in a systematic way Further develop and expand agreed approaches and protocols for PLT's

Panel recommendation

GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
<p>Productivity</p> <p>To effectively manage staffing profiles within budget constraints while providing a rigorous engaging education</p>	<ul style="list-style-type: none"> • Ensure a sustainable and equitable plan for the future which supports the philosophy of the school 	<ul style="list-style-type: none"> • Ensure resources are used with the best possible effect and in the best possible combination to support improved student outcomes and achieve set goals and targets • Continue to build and deepen the capacity of all leaders and teachers in effective teaching and learning through distributive leadership

Context

Heatherhill Primary school is a co-educational P-6 school located in the metropolitan area 31 km east of the city of Melbourne. The school provides primary education for families in the suburbs of Springvale, Springvale South and Noble Park.

The current enrolment of the school is 212 students, with numbers slightly decreasing in 2014. The staff profile reflects a balance of experience and in 2014 the school has a Principal, Assistant Principal, 14.6 Full time equivalent (FTE) staff and, 4.5 Education Support (ES) staff. Many staff members are multilingual; languages other than English spoken by staff include: Vietnamese, Khmer, Chinese, Hindi, Greek, Italian, German, French and Malaysian. Specialist programs support the improvement of student learning outcomes for Physical Education (PE), Library and Visual Arts. The school also enjoys a term-long Performing Arts (Singing or Dance) program undertaken by outside instructors, and projects such as Artists in Schools, provide further opportunities to engage students. As part of this program, the school was fortunate to receive a grant through Arts Victoria in 2012. Students and staff worked with renowned Aboriginal artist, Maree Clarke, to create a Possum Skin Cloak. The cloak has become a very important cultural icon for HPS.

The school takes pride in its community focus, endeavours to provide a challenging and rewarding education, responsive to the needs of all students enrolled. The core values of the school are *Respect (self, others and property)*, *Trust and Doing Your Best*, and these are regularly referred to as part of the school's values program. The Student Family Occupation (SFO) index has remained relatively stable over the strategic period and is currently 0.77. The student population is culturally and linguistically diverse.

The school has a large hall, Breakfast Club, a Library, and Art Room and there are three Learning Centres: The Senior School – Years 4, 5, 6, and the Middle School - Years 2 and 3, offers personalised learning structured through Inquiry Learning Approach. The Junior School caters for Prep and Year 1 students and teachers use The Walker Learning Approach as a framework for learning. Both the Walker Learning and Inquiry approach are used to increase levels of engagement and motivation, oral language skills, writing opportunities, and personal learning opportunities through increased independence and interdependence. An emphasis is placed on developing social skills and problem solving through creative thinking. New Prep students come from the surrounding kindergartens and Early Learning centres, however only approximately 50% of new Prep students attend a Kinder.

Technology is a focus at the school and all classrooms have access to a range of Information Communications Technology (ICT) equipment assisting the school to embed technology into the learning and teaching program. Students participate enthusiastically in a range of extra-curricular opportunities providing engaging programs for students. Enrichment programs are provided such as: sport (swimming, interschool sporting events, team competition); extensive camping program and excursions; cultural activities; music and performance choirs; Values program; Peer Mediation; Student Representative Council; Boys on the Bounce and Girls on the Go to enhance student relationships and resilience.

Work on the facilities and physical environment of the school throughout the review period has resulted in an attractive, welcoming environment. The school has generally clean and tidy spacious grounds indicating the pride many students take in their surroundings.

Terms of Reference

This Peer Review addresses the school's performance on the areas of; student achievement, student engagement, wellbeing and school productivity, as reflected in the school self-evaluation. The review considered how the school's current operations, structures and practices are contributing to student outcomes to make recommendations for the next stage of development.

Areas for particular consideration are:

1. To what extent has the focus on building leadership capacity across the school improved school culture?
2. How has the emphasis on developing teacher efficacy and teacher expertise in 21C teaching and learning through coaching and professional learning impacted on student outcomes?
3. To what extent is data understood, analysed and used effectively to inform planning for point of need teaching and learning and to monitor student growth in literacy and numeracy?
4. How well does the school balance the wellbeing needs of students and staff?

In arriving at these Terms of Reference the school undertook a thorough self evaluation beginning in Term 2, 2014. Staff and parents were informed of the process and provided with several opportunities to give feedback and submit ideas. Input regarding the target areas of the Strategic Plan 2011-2014, was gained from representatives across all areas of the school community, including teaching staff, Education Support (ES) staff, School Council members, students and parents, to ensure that the process was open and inclusive. Input was also sought from sources outside the school: consultants who had worked with the school staff and the Senior Adviser.

The principal had overall responsibility for managing all aspects of the review process. The suggestions and feedback from staff was documented and collated by the Leadership Team and has been used to form the basis of the self evaluation, and will be used to assist further discussion in the development of our new strategic plan.

Staff members were invited to participate in the Review Day, and the school reviewer had the opportunity to visit the school prior to the review which enabled a more in-depth analysis of the school's protocols, operations and data.

The school selected two peer principals for the experience and expertise they would bring to the review panel. This included local knowledge, curriculum and operational expertise. The Senior Advisor, the School Council President, the Assistant Principal and teacher leaders joined the principal and the reviewer to complete the panel.

3. Evaluation of Performance

Achievement	Panel view of school performance	Panel Recommendations -Actions for Improvement
<p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	<p>The school has undergone significant cultural change throughout the period of the School Strategic Plan (SSP), the catalyst being the recommendations from the previous Extended Diagnostic Review. The leadership and staff have worked hard to improve pedagogy and practice, aligning rigorously with the school vision. At the beginning of the previous SSP a pedagogical plan was implemented outlining future directions for the school. Most staff members have strongly supported the vision and have increasingly developed their reflective capacity in order to assess their competence as teachers and identify areas for further improvement.</p> <p>Professional learning was targeted at developing leadership and building teacher capacity to support staff in improving both the culture and literacy and numeracy outcomes across the school. A Teaching and Learning Coach was employed and all teaching staff participated in team and individual coaching sessions.</p> <p>Student learning goals set in the previous SSP centred on improving learning outcomes in Literacy and Numeracy across Years P-6. Not all targets set in the SSP were met though the school has introduced various strategies that have led to considerable improvement in all measureable areas from the targets outlined in the SSP. The review panel noted that some of the targets set in the previous SSP may have been unrealistic. There are many positive signs emerging in the student achievement data. The following is a summary of outcomes over the period of the SSP.</p> <p>The relative gain and matched cohort NAPLAN data indicate that most students are making growth between Year 3 and year 5. The strongest matched cohort data is in Grammar and Punctuation and Spelling (with matched cohort growth exceeding or matching state growth in 2011-2013 and 2010-2012). Panel discussion indicated that improving extension work for more able students is a priority in the new strategic period.</p> <p>Targets were achieved in some year levels, in both teacher judgement (TJ) and NAPLAN data, in some curriculum areas but not consistently across cohorts and over time. Generally, progress in Grammar and Punctuation, Spelling and Writing is stronger than in Reading and Numeracy.</p>	<ul style="list-style-type: none"> • Audit and update curriculum units aligned with the scope and sequence, ensuring they include the use of ICT and student personalised learning for maximum engagement • Develop and implement a developmental continuum of 21st century skills - audit through lines scaffolded P-6 • Continue to ensure processes are in place to identify all students in need of support or extension • Implement small action research projects to investigate the effectiveness of programs over time such as: The Walker Learning approach and Inquiry approach to personalised learning – use action research as a vehicle to share teacher practice • Implement small action research projects such as: tracking speaking and listening data, investigating the restructuring of PLT's (specifics to go into AIP) • Increased moderation of student work to ensure teacher judgements are consistent • Increase the focus on teaching reading comprehension strategies to support both literacy and numeracy (assist students to understand numeracy problems)

Achievement	Panel view of school performance	Panel Recommendations -Actions for Improvement
	<p>Reading - Across the school, student outcomes show most students achieving at or above the state, although SSP targets were not always met. The strong relative growth in Reading reflects improving teacher competence (and confidence) in teaching reading strategies, and the emphasis on developing strong oral language skills, with modelling of reading being a strongly embedded element of daily programming.</p> <p>Writing – This has been an area of considerable improvement across the school. NAPLAN data for Writing was stronger than expected over the strategic period; with a number of students achieving in the top 2 NAPLAN bands, particularly at Year 5. The school has focused on explicit modelling in writing which is assisting students to have a clear focus. Recommendations from the panel were to continue with this.</p> <p>Numeracy – fewer students generally were judged to be achieving below expected level and the school has recorded strong growth across cohorts. Some of the targets from the SSP were not met; however both TJ and NAPLAN data show a high proportion of students performing above expected levels. Teachers have identified numeracy as an area in which they are perhaps less confident in teaching, signalling this to be an ongoing priority in the next SSP. The implementation of Getting Ready for Numeracy (GRIN) program has effectively assisted students in developing their mathematical understandings, and improving levels of engagement, indicating this is also a program to continue with in the new strategic period.</p> <p>The leadership team at HPS have worked hard to have a clear understanding of the strategic direction of the school and this clarity of purpose is becoming evident amongst the staff. The change in culture, and the development of several new leadership positions during the strategic period, has enabled the school community to better support teacher development, collegiate practice and student learning resulting in an increased clarity of direction in readiness for the next strategic period.</p> <p>All teachers are part of teams, and in conversations with staff there was much evidence to suggest that these have been a welcome forum for teachers to examine their practice and focus on student learning. It will be important to embed rigorous team protocols enabling the valuable work being done in these teams to continue.</p> <p>The school recognises the need to audit curriculum units and develop consistent scope and sequence documentation for Literacy, Numeracy and Inquiry to align it with school pedagogy and AusVELS. Continuing to provide practical teaching tools and strategies, combined with ongoing coaching professional learning and explicit, regular feedback will support teachers in Literacy and Numeracy improvement.</p>	<ul style="list-style-type: none"> • Continue to use PLT's as a forum to discuss and use data to moderate and better inform teaching and cater to the needs of all students and their differentiated learning • Further develop and implement teacher peer observations and set targets for documentation as discussion in PLT's • Build teacher capacity to read and analyse data - Develop consistent assessment rubrics (allow time for this) • Differentiate staff professional learning - Build distributive leadership by encouraging teams to lead PD • Continue to use and embed the Diagnose Intervene Evaluate(DIE) framework as a basis for discussions about student learning

Engagement:	Panel view of school performance	Panel Recommendations -Actions for Improvement
<p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>Leadership opportunities have helped to build student voice in a practical sense through Student Council and more specifically through increased opportunities for students to construct their own learning through the Walker Learning model in the junior grades and Inquiry approach in the middle and senior grades; however discussion suggested there may be scope to explore further opportunities for student choice in the curriculum, within units of work and further personalised student learning. It was felt this would be particularly advantageous for more able students.</p> <p>The self-evaluation notes the goal to improve all the variables on the student survey were met, with all the variables showing marked improvement over the strategic period. Personalised learning and the introduction of several targeted strategies and programs have assisted with this. Continuing to cater for individual learning needs and giving students more responsibility for their learning through goal setting will embed improvement results across all areas of the Student Attitudes to School Survey and should continue to be a future focus.</p> <p>Significant work has been undertaken in the area of ICT as a tool for teaching and learning and for student engagement. The school continues to look at best practice to maintain the enthusiasm of both teachers and students in the use of technology by updating hardware and software accordingly. Expanding the use of further technology into all grades is an area for future improvement.</p> <p>The panel noted that Transition processes at Prep and Year 6 were strong and endorsed by parents. There are several initiatives and activities designed to enhance transitions within the school and across grade levels, such as the Learning to Learn program at the start of the year, and the 5/6 Challenge Programs. A Transitions Team was also established to review and revise transition procedures and investigate an expanded Prep Orientation program. A "New Arrivals" strategy for students who enter school after Prep and during the school year was developed along with revised Staff Induction procedures. The school identified a need to expand the current transition program at the end of the year to handover crucial student information for the following year.</p> <p>The self-evaluation notes that parent survey data in 2013 is very positive around <i>student transitions</i>.</p>	<ul style="list-style-type: none"> • Follow the path of students into high school where possible, to track Transition data • Build further relationships with Kindergartens and Early Learning Centres to more effectively transfer relevant information prior to students starting school in Prep • Build consistency of programs and assessment between year levels • Develop a student survey based on elements of visible learning to generate additional data to show evidence of school philosophy/pedagogy –administer at the same time each year • Expand personalised learning to assist students with setting relevant and challenging learning goals • Audit and update curriculum units aligned with the scope and sequence, ensuring they include the use of ICT, student personalised learning for maximum engagement • Expand current transitions at the end of the year to whole day transitions • Introduce further year level transition activities - Improve communication to parents around all school transitions • Expand effective teacher handover of students between grades at the end of the year for the following year • Invite previous Year 7 students to participate in panel discussion with Year 6 students at the beginning and end of the year

Wellbeing	Panel view of school performance	Panel Recommendations -Actions for Improvement
<p>Students' health, safety and wellbeing are essential to learning and development.</p> <p>An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>There is a strong wellbeing presence at HPS and the school is highly regarded for its extensive program of pastoral care. The wellbeing team, through the Risk Assessment Management Program (RAMP) effectively support all staff to identify and respond to the needs of students at risk and provide high levels of support for students and effective links between the school and outside agencies.</p> <p>All teachers meet with the Assistant Principal each fortnight to monitor students deemed to be "at risk". The wellbeing of students about whom the school have concerns is discussed and acted on accordingly. A Breakfast Club, sponsored by Red Cross Victoria, is run each morning from 8.00 - 8.45am providing breakfast for students in need.</p> <p>The self-evaluation notes that parent survey data for all of the strategic period is well above the state and very positive around the variables of student <i>connectedness</i> and <i>connectedness to school</i>. All variables on the student survey particularly those around <i>student relationships</i> have steadily improved over the strategic period to be above the state into the third quartile and sometimes into the fourth quartile. The <i>wellbeing</i> variables dipped slightly in 2014, but have still shown considerable improvement over the SSP.</p> <p>The staff survey data in 2010 and 2011 indicated that the measures of <i>staff wellbeing</i>, <i>empathy</i>, <i>clarity</i>, <i>engagement</i> and <i>school climate</i> were significantly below state means. The recommendations from the Extended Diagnostic Review in 2010 indicated changes to the school culture and pedagogy were of paramount importance and the staff data reflects this. The focus to improve the school culture in order to improve student outcomes and address school climate issues has shown marked improvement. Whilst there was no staff survey data in 2012 due to industrial sanctions, the school conducted their own staff survey in 2013 and 2014. This data cannot be directly compared to previous data as it is not the same survey measure, but there is considerable evidence to indicate an upward trend in most variables. This is indicative of all staff contributing to a positive and collective commitment to transform the school culture. Significant professional learning and a wide range of measures were undertaken by staff to achieve these changes and leadership and staff will continue to build on this into the new strategic period.</p>	<ul style="list-style-type: none"> • Continue to implement and embed <i>wellbeing</i> programs– Link to school values and values education • Increase self-reflection by students on student leadership roles to improve student voice • Develop effective forums to ensure knowledge from middle level leadership is disseminated to the rest of the staff • Consistently revisit the school values • Implement school wide positive behaviors program • Further support students to become resilient and independent learners • Increase shared staff discussion and analysis through relevant professional readings

Productivity	Panel view of school performance	Panel Recommendations -Actions for Improvement
<p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>	<p>In approaching the productivity discussion several points were made. The major foci of the 2010-2014 Strategic Plan were to develop staff leadership, develop teacher efficacy in teaching and learning, and improve school culture in order to improve student outcomes. Considerable resources have been utilised for pedagogical coaching, team building and developing leadership across the school. The Southern Metropolitan Region provided financial support to provide intervention to address school climate issues in 2010-11, enabling the school to employ Leading Teams to assist staff with strategies addressing behaviours harmful to a positive school culture.</p> <p>National Partnership (NPS) funding was employed to make a conscious decision to have smaller class numbers and additional staff. Panel discussion noted that staff members feel supported by coaching and enthusiasm and morale is currently high, but there will be a need to share the load and build sustainability. The panel agreed succession planning and sustainable work models will need to be managed carefully in the new strategic period.</p> <p>The school has invested considerable time and resources to improve the levels of literacy and numeracy. This has included additional staffing and time allowance for planning, coaching and professional learning. It is acknowledged that shared professional learning time and expert assistance underpins success, and should continue where possible.</p> <p>Over the strategic period the school has added to government funding (BER) to improve the school particularly in well-kept grounds, increased playground equipment, and the development of passive and active play areas.</p> <p>Recommendations, key improvement strategies and actions made in Achievement, Engagement and Wellbeing will impact on school resources and productivity, and the new SSP should reflect best use of resources to support improved student outcomes and to achieve set goals and targets.</p>	<ul style="list-style-type: none"> ● Examine current class and teaching structures to ensure a sustainable and equitable plan for the future which supports the philosophy of the school and includes opportunity for succession planning ● Consider how teacher time can be better resourced to allow more focused professional learning opportunities <p>Recommendations made in Achievement, Engagement and Wellbeing will impact on school resources and productivity. These include:</p> <ul style="list-style-type: none"> ● Updating ICT as needed ● Continuing to provide expertise through professional learning to strengthen leadership, pedagogy and to assist with curriculum documentation

4. Registration Requirements: Summary Statement

Heatherhill Primary School

Signature of Reviewer: 

Date: 10/9/2014

Name of Reviewer: Leslie Tulloch

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> • Structure <i>Evidence provided to VRQA by the Department</i> 	
<ul style="list-style-type: none"> • Philosophy (eg. - SSP, AIP) • Statement of school philosophy • Explanation of how philosophy is enacted 	✓ Yes No <input type="checkbox"/>
<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* <small>[see below]</small> schools ONLY) 	<input type="checkbox"/> Yes No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> • Student enrolment numbers <i>Evidence provided to VRQA by the Department</i> • 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 (eg. Timetable) • Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development) • Outline of how the school will deliver its curriculum (eg. Scope and sequence) • A whole school curriculum plan (eg. Scope and sequence) • Documented strategy to improve student learning outcomes (eg. - SSP, AIP) 	✓ Yes No <input type="checkbox"/>
<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 No <input type="checkbox"/>
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 No <input type="checkbox"/>
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 No <input type="checkbox"/>
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 No <input type="checkbox"/>

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 No <input type="checkbox"/>
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 No <input type="checkbox"/>
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 No <input type="checkbox"/>
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	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> Registration of an additional year level or campus Changing a school type or location 	<i>Applicable only when required</i> <i>Applicable only when required</i>
Additional registration requirements to be met by schools offering a <u>senior secondary</u> course or qualification (VCE / VCAL / IB)	
Student learning outcomes <ul style="list-style-type: none"> Current student and staff handbooks Sample student learning sequence Procedures and documentation to indicate staff have been provided with current and accurate information Policies and procedures to enable compliance with the awarding body 	☐ Yes No ☐
Student records and results <ul style="list-style-type: none"> Policies and procedures to maintain accurate student records Policies and procedures to undertake an annual analysis of records and results Policies and procedures to monitor patterns of student participation and completion rates 	☐ Yes No ☐
Student welfare <ul style="list-style-type: none"> Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs 	☐ Yes No ☐
Teaching and learning <ul style="list-style-type: none"> Qualified and competent staff to teach and assess the class Suitable teaching resources and physical facilities to provide the course Processes to ensure consistent application of assessment criteria Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments 	☐ Yes No ☐