

Peer Review Report – 2017 Cycle

Mt Eliza Primary School South Eastern Victoria Region

School number:	1368
Principal:	Brett Bell
School Council President:	Kym Davidson
Senior Education Improvement Leader:	Mary Azer
Review Company:	Monash University
Accredited School Reviewer:	Robert Stephens
Challenge Partners:	Colin Avery Tim Harper
Date of Review:	19 July and 2 August, 2017

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1. Peer Review Report Executive Summary (published on school's website)

1.1 School Context

Mt Eliza Primary School (Mt Eliza PS) is situated on the Mornington Peninsula approximately 50 kilometres south-east of Melbourne. In 2017, the School's student population is 641. Enrolments have increased during the past five years.

Facilities

The school facilities include permanent classrooms with withdrawal facilities, interview and teacher meeting rooms, a library/resource centre, classrooms for the creative arts, including Music, Dance, Drama and Art. There is a school hall and an administration building which includes a staffroom. The school currently has 14 relocatable classrooms. A recent addition to the facilities is a gymnasium which also includes a kitchen which is used for the School's kitchen garden program. The original school building is used for Music, Dance and Drama, Community programs and the Out of School Hours program which operates each morning and afternoon.

The school has grounds which include sporting facilities and playground areas.

Demographics

The demographics of the School are stable. The student population is made up of students from predominantly Anglo Saxon or second-generation European backgrounds. A small number of students have English as a second language. Also, the School has a small number of Koorie students and students in out of home care as well as students who are supported by the Program for Students with Disabilities (PSD). The school has a Student Family Occupation (SFO) index of 0.2550.

Staffing

In 2017, the School employs a Principal and an Assistant Principal, three Leading Teachers, 22 full-time and 10 part-time classroom teachers, and 11 Education Support (ES) staff.

Curriculum

Mt Eliza PS provides a sequential curriculum which includes literacy and numeracy programs as well as Physical Education, Performing Arts (Music, Dance, Drama), Visual Arts, Languages Other Than English (LOTE) (Indonesian), Library, Science and a Kitchen Garden Program. The school also provides literacy intervention programs for students who require extra assistance.

Information Technology is an integral part of the School curriculum, and is provided through a Bring Your Own Device (BYOD) program for students in Years 5 and 6.

The classroom teaching program is supported by a wide range of extra-curricular activities including excursions and camps, guest speakers, the human powered vehicle program, extra drama and dance programs as well as a range of lunchtime clubs and activities including sports programs, and walking groups.

Curriculum planning occurs in teams with all staff members contributing to the development of classroom activities.

Student wellbeing

Mt Eliza PS provides a wide range of student wellbeing programs focusing on student safety, forming and maintaining positive relationships, citizenship and resilience. The school values are respect, responsibility, connectedness, resilience and challenge. Students are encouraged to demonstrate the School values throughout their time at the School.

Student leadership opportunities are available to students through, for example, the Student Representative Council (SRC) and the School Leaders program, as well as through sporting teams.

1.2 Summary of the School's Performance

1.2.1 Summary of the School's Performance against the previous Strategic Plan

As a part of the school review, the review panel considered the four goals in the 2014–17 School Strategic Plan (SSP). The goals related to:

1. Improving student outcomes in literacy and numeracy
2. Maintaining high levels of student engagement both within and outside the classroom
3. Maintaining a safe and supportive environment for students
4. Using resources to the best effect.

The review panel considered the evidence for each of the targets related to the goals in order to determine whether the goals had been met or not. The panel concluded that the School had made progress against the majority of the goals, and that the targets were fully met by the School for two of the goals.

Student outcomes in literacy and numeracy

The panel noted that the outcomes in the National Assessment Program–Literacy and Numeracy (NAPLAN) were at a level above the State average. The level of high growth between Year 3 and Year 5 was consistently above the State averages in Reading, Writing and numeracy whilst the percentage of students with low growth was better than the State average in Reading and numeracy and close to the State average in Writing. The panel also noted that student outcomes in NAPLAN were between six months and one year above the State averages in all areas.

The panel noted that the targets related to student outcomes in literacy and numeracy were met.

Student engagement

The review panel noted that the target for the student engagement goal related to the Parent Opinion Survey (PO Survey) and the result for extra-curricular activities. The panel noted the wide range of extra-curricular activities conducted by the School including, for example, camps, sporting activities, music and drama special events and lunchtime clubs and activities. The PO Survey result was below the State average and the panel concluded that the target was not met.

A safe and supportive environment

The panel noted that the outcomes for the student Attitudes to School Survey (ATS Survey) had declined in many areas over the last three years and, in 2016, most areas of the survey were slightly below the State average. The target was set at a level above the State average, and as a result, the target for this goal was not met. The panel noted a calm learning environment at the School and

students told panel members that they felt safe and were supported by their teachers. Students stated that they enjoyed being at school and that it was a safe and supportive school.

Using resources to best effect

The fourth goal was related to using the School's resources to implement strategies to ensure the best possible outcomes for students. The panel noted that the School had employed educational consultants to work with staff to improve teaching and learning in the classroom, particularly in the area of literacy and numeracy. The school also provided significant professional development for staff to allow them to improve their teaching skills. The targets related to the Staff Opinion Survey (SO Survey) and also to parent input. In both areas, the targets were met with parent input increasing over the last three years and the SO Survey also showing positive gains.

1.2.2 Summary of main findings and considerations for the next Strategic Plan

After consideration of the evidence related to student achievement, student engagement and student wellbeing, the review panel suggested three possible goals to be included in the next SSP for Mt Eliza PS.

Goal 1—The Framework for Improving Student Outcomes (FISO)

The panel noted the detailed Pre Review Self Evaluation (PRSE) written by the School leading into the review and noted that the School had used the FISO, a document from the Department of Education and Training (DET), as a basis for the development of the self evaluation.

The panel suggested that the School continue to use FISO in the future and plan improvement strategies based on FISO, thus developing a common language for improvement. The panel also saw the need for communication of FISO and the School's improvement plan to the parents and school community so that a common understanding of the School's improvement agenda is well understood.

Goal 2—Improving student achievement in all curriculum areas and particularly in Writing

The panel noted that the student outcomes in Reading and numeracy were very good but that the Writing outcomes could be improved further. Consequently, the panel suggested a goal related to improving outcomes across all year levels in all curriculum areas, but particularly in Writing.

The panel also suggested the need to strengthen strategies such as:

- a) Development of a strategic plan to improve writing in all year levels and all classes
- b) Development of student voice, a strategy which allows students to provide feedback to their teachers about their learning and also to set goals for their own learning
- c) Differentiation of curriculum so that students are taught at a level which is appropriate for their level of understanding
- d) Focusing on high expectations of student work, providing challenging tasks to all students and employing inquiry learning strategies.

Goal 3—Improving student engagement and wellbeing

The panel noted that student outcomes in the ATS Survey were below the State-wide average. Students stated in the survey that they were not connected with their school. In student focus groups, the review panel found that students were, in fact, very positive about their school and its teachers.

The panel suggested a number of strategies to improve student engagement and wellbeing, including:

- a) Using student voice as a strategy to engage students in their learning
- b) Development of strategies based on globalisation of learning, including links with schools in other countries
- c) Development of a “parents as partners” plan which would encourage parents to become actively involved in their children’s learning
- d) Development of strategies to increase student levels of resilience and mindfulness.

School: Mt Eliza Primary School
Name of Reviewer/s: Bob Stephens

Date: 2 August, 2017
Signature of reviewer:



Registration requirements to be met by all Government schools		Is the registration requirement met?
1 SCHOOL GOVERNANCE		
1.1	Democratic principles	<i>Evidence provided to VRQA by the Department</i>
1.2	Structure	
1.3	Philosophy <ul style="list-style-type: none"> Statement of the School's philosophy which includes the vision, mission, values and objectives of the School Explanation of how philosophy is enacted <i>(e.g. School Philosophy Policy, School Strategic Plan, Annual Implementation Plan)</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	Not-for-profit status	<i>Evidence provided to VRQA by the Department</i>
2 ENROLMENT		
2.1	Student enrolment numbers	<i>Evidence provided to VRQA by the Department</i>
2.2	Student enrolment policy (***Specialist and Specific Purpose Schools ONLY [see end of document for link]) <ul style="list-style-type: none"> Copy of the School's enrolment policy which is consistent with all legal requirements, and details on how it is currently implemented 	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
2.3	Register of enrolments	<i>Evidence provided to VRQA by the Department via CASES21</i>
3 CURRICULUM AND STUDENT LEARNING		
3.1	Curriculum framework <ul style="list-style-type: none"> Explanation of how appropriate time is allocated across the eight learning areas <i>(e.g. timetable, time allocation per learning area)</i> Explanation of how and when curriculum and teaching practice is reviewed <i>(e.g. School Strategic Plan, Annual Implementation Plan, Curriculum Statement, Staff Professional Development Statement, Curriculum Framework policy)</i> An outline of how the School delivers its curriculum, whether through the Victorian Curriculum F-10 or other approved curriculum programs, integrated programs or online learning <i>(e.g. Curriculum Framework policy or statement)</i> A whole-school curriculum plan showing how the curriculum is organised <i>(e.g. Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan)</i> 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3.2	Student learning outcomes <ul style="list-style-type: none"> 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.) <i>(e.g. Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement)</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

3.3	Monitoring and reporting on students' performance	<i>Evidence provided to VRQA by the Department via CASES 21</i>	
4 STUDENT WELFARE			
4.1.(a)	Care, safety and welfare of students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
i)	<p>Student Welfare</p> <ul style="list-style-type: none"> Duty of Care owed to students Student Welfare policy and procedures (e.g. <i>Student Engagement and Inclusion policy</i>) Bullying and Harassment policy and procedures, including cyber bullying. (e.g. <i>Anti-bullying policy/procedures, Managing Complaints and Grievances policy</i>) 		
	<ul style="list-style-type: none"> Complaints and Grievances policy and procedures 	<i>Evidence provided to VRQA by the Department</i>	
ii)	<p>Student Safety</p> <ul style="list-style-type: none"> On-site supervision of students policy and procedures (e.g. <i>Supervision and Duty of Care policies, Visitors policy</i>) Supervision of students when engaged in off-site activities and which includes consideration of the risk of bushfire in the activity location (e.g. <i>Excursion and Camps policies</i>) 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. <i>External provider policy, Excursion and camps policies</i>) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
iii)	<p>Managing the risk of child abuse</p> <ul style="list-style-type: none"> Policies, procedures, measures and practices in accordance with Ministerial Order 870 for managing the risk of child abuse (<i>School self assessment, Standard 1 Min. Order. reference 7.1.d, Standard 2 Min. Order. reference 8.1.b.iii, Standard 3 Min. Order. reference 9.1.b, Standard 5 Min. Order reference 11.1, Standard 6 Min. Order reference 12.4., Standard 6 Min. Order reference 12.5.a, Standard 6 Min. Order reference 12.5.b, Standard 7Min. Order reference 13.1.d, Standard 7 Min. Order reference 13.2</i>) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
		<i>Please note that in 2017, the 9 "high risk" clauses will be assessed as a priority</i>	
iv)	<p>Student Care</p> <ul style="list-style-type: none"> Care arrangements for ill students (e.g. <i>Care arrangements for ill students policy</i>) 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>
v)	<p>Additional Evidence</p> <ul style="list-style-type: none"> Mandatory reporting policy and procedures (e.g. <i>Child protection reporting policy</i>) Accidents and incidents register First aid policy and procedures Internet use policy and procedures (e.g. <i>ICT Acceptable Use policy and procedures</i>) 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. <i>Communication Procedures and Schedule</i>) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
4.1.(b)	<p>Emergency bushfire management</p> <ul style="list-style-type: none"> Schedule for monitoring and removal of materials that may be easily ignited 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<ul style="list-style-type: none"> • 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 <p>BARR schools need extra information that includes:</p> <ul style="list-style-type: none"> • 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, 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 <p><i>(e.g. Emergency Management Plan)</i></p>	
<p>4.2 Discipline</p> <ul style="list-style-type: none"> • Policy statement that explicitly prohibits corporal punishment • The school's behaviour management policy and procedures and how the policy and procedures ensure procedural fairness <i>(e.g. Student Engagement and Inclusion policy, Behaviour Management policy)</i> • An outline of how the School communicates these policies and procedures to the School community <i>(e.g. Communication Procedures and Schedule policy)</i> 	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>4.3 Attendance monitoring</p>	<p><i>Evidence provided to VRQA by the Department via CASES 21</i></p>
<p>4.4 Attendance register</p>	<p><i>Evidence provided to VRQA by the Department via CASES 21</i></p>
<p>5 STAFF EMPLOYMENT</p>	
<p>5.1 Teachers' requirements</p> <ul style="list-style-type: none"> • 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. 	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>5.2 Compliance with <i>Working with Children Act 2005</i></p> <ul style="list-style-type: none"> • Procedures to ensure that all staff required to do so by the <i>Working with Children Act 2005</i>, 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 	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>6 SCHOOL INFRASTRUCTURE</p>	
<p>6.1 Buildings, facilities and grounds</p>	<p><i>Evidence provided to VRQA by the Department</i></p>
<p>6.2 Educational facilities</p>	<p><i>Evidence provided to VRQA by the Department</i></p>

7	OTHER REQUIREMENTS	
7.1	A copy of the School's annual report that contains the mandatory information	<i>Evidence provided to VRQA by the Department</i>
	<ul style="list-style-type: none"> An outline of how the Annual Report is distributed and promoted 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
8	ADDITIONAL REGISTRATION REQUIREMENTS TO BE MET BY SCHOOLS OFFERING A <u>SENIOR SECONDARY COURSE OR QUALIFICATION (VCE / VCAL / IB)</u>	
8.1	<p>Student Learning Outcomes</p> <ul style="list-style-type: none"> Current student and staff handbooks and course outlines for the accredited qualification (<i>e.g. Student VCE/VCAL Handbooks</i>) Sample student learning sequences or plans for the accredited qualification (<i>e.g. Student VCE/VCAL Handbooks, Staff Handbook</i>) 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 (<i>e.g. Student VCE/VCAL Handbooks, Staff Handbook</i>) 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 (<i>for more information: http://www.education.vic.gov.au/school/principals/finance/pages/purchasing.aspx</i>) 	Yes <input type="checkbox"/> No <input type="checkbox"/>
8.2	<p>Student Records and Results</p> <ul style="list-style-type: none"> Policies and procedures to maintain accurate student records (<i>e.g. Student VCE/VCAL Handbooks, Staff Handbook, Student Records and Results policy</i>) Policies and procedures to undertake an annual analysis of records and results (<i>e.g. Staff Handbook</i>) Policies and procedures to monitor patterns of student participation and completion rates (<i>e.g. Student VCE/VCAL Handbooks, Staff Handbook</i>) 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 <input type="checkbox"/> No <input type="checkbox"/>
8.3	<p>Student Welfare</p> <ul style="list-style-type: none"> An outline of how students with special needs will be provided with opportunities to access the course (<i>e.g. Student VCE/VCAL Handbooks, Staff Handbook</i>) 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 <input type="checkbox"/> No <input type="checkbox"/>
8.4	<p>Teaching and Learning</p> <ul style="list-style-type: none"> 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 (<i>e.g. school plan with mark-up of facilities to be used</i>) An overview of teaching resources and that they meet the current requirements of the owner of the course (<i>e.g. Teaching Resources Statement</i>) Policy and procedures to ensure the consistent application of assessment criteria (<i>e.g. Student VCE/VCAL Handbooks, Staff Handbook, Senior Secondary Assessment policy</i>) Processes to oversee conduct of assessment including processes to conduct investigations and hearings, and if necessary amend or cancel assessments (<i>e.g. Student VCE/VCAL Handbooks, Staff Handbook</i>) 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 <input type="checkbox"/> No <input type="checkbox"/>

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) [State Register](#) can be consulted to verify a school's registration status as a Specific Purpose or Specialist school.**