

Peer Review Report

Mentone Primary School South Eastern Victoria Region

School number:	2950
Acting Principal:	Marcelle Van Maanen
School Council President:	Charles Gluck
Review Company:	Monash University
Accredited School Reviewer:	Carolyn Woodhouse
Peers:	Libby Tudball Wayne Bach
Date of Review Meeting:	October 19, 2015

Peer Review Report Summary

2.1 School Context

Mentone Primary School (Mentone PS) is situated in the residential beachside suburb of Mentone in the local government area of the City Of Kingston, Mentone PS has been educating local children since 1889. The school has seen significant growth in student numbers over recent years and due to site restrictions, has a cap on student numbers and an enrolment boundary that have been in operation for the last two years. The schools current enrolment is 440.

The school supports the social, emotional and learning needs of students from a diverse range of social and cultural backgrounds. Demographics in the area have changed and today's students are from relatively high socio-economic backgrounds with a Student Family Occupation (SFO) index of 0.29.

The school provides students with a broad range of excellent learning programs designed, developed and evaluated consistently by leadership and the staff professional learning teams within the school. Staff work collectively and collaboratively in Professional Learning Teams (PLTs) to design, develop and refine exciting and flexible-learning experiences designed to meet individual needs and challenge all students. The school has a diverse range of programs that support improving individual student's levels of achievement in Literacy and Numeracy, alongside quality learning programs delivered through an integrated and inquiry approach to learning, in all other curriculum areas. The school curriculum is enhanced through specialist program consisting of Visual Arts, Music, Physical Education and Library studies. In addition the school has a strong focus on sustainability and student leadership enabling students to become environmentally aware and socially competent. There is a strong commitment to the development and integration of technologies across the school curriculum providing excellent access at every level to flexible use of devices to complement learning programs.

The school Leadership Improvement Team is comprised of the Principal class, Leading Teacher, eLearning leader, Program and Pedagogy leader and two Professional Learning team leaders. Meeting fortnightly, this team drives the strategic direction of the school with emphasis on whole school improvement through collaborative professional learning teamwork. Staff across the school range from greatly experienced, with many years at Mentone PS, to new graduate teachers. Staff work collaboratively, and with increasing precision, in Learning area and Australian Curriculum and Victorian Essential Learning Standards (AusVELS) PLTs across the school to plan, evaluate and deliver high quality learning programs that engage and maximise student learning for all children through diverse enrichment and challenge.

The shared learning community purpose is 'Learning Today for Tomorrow'. The school aims for the students to thrive and develop emotionally and academically throughout their school years and take these skills with them into the future to become valuable, resourceful, contributing members of society. The student wellbeing programs, strongly frame-worked by Restorative Justice Philosophy (RJP) and Relational Learning practices, form a significant cornerstone of the school's positive identity and support consistent modelling of the agreed values of Honesty, Care and Compassion, Respect, Teamwork and Friendliness. Teaching the whole child and developing strong

authentic relationships across all levels of the school community underpins the school's vision.

2.2 Summary of the School's Performance

2.2.1 The School's Performance against the Previous Strategic Plan

During the last School Strategic Plan (SSP), the outcomes in Student Achievement were as follows. The outcomes in Literacy and Numeracy, both through teacher judgement and through National Assessment Program – Literacy and Numeracy (NAPLAN) outcomes are well above the State means. Teacher assessed data showed that students are achieving at or above the expected level and NAPLAN data shows that around the level of growth of students between Year 3 and 5 is above the mean growth of the State. The school wishes to further extend the high relative growth of students and also to further improve the outcomes in Numeracy.

Student engagement levels are above the State mean in Year 5 and 6 as measured by the Attitudes to School Survey (ATS Survey). Students show good levels of connectedness to their peers, learning confidence, and view the teaching and learning as effective. All targets set for Student Engagement were met. Student attendance is above the State mean, with the largest reasons for student absence being illness and extended family holidays. Transitions into, through and beyond the school were seen as being strong with effective programs operating throughout. The school is looking to further engage high achieving students.

Student wellbeing in terms of student morale, distress, and view of student behaviour and safety was looked at over the SSP period to support the social, emotional and academic development of all young people, and for students at the school to demonstrate greater resilience levels and social skills. Outcomes have shown that students have strong levels of wellbeing in their survey responses. Student resilience was shown to still be an issue during the SSP period. The school is implementing the Restorative Practices and Relational Learning approaches to address Student Wellbeing issues.

The school targeted its resources strategically during the SSP. Resources were directed towards Professional Learning, Information and Communications Technology (ICT) provision, staffing, and curriculum support programs. Improvements were made to the indoor and outdoor environments of the school. The school moved from a deficit in the staffing budget to a surplus.

2.2.2 Summary of the considerations for the next Strategic Plan

As a result of the School Self-Evaluation (SSE) and the discussion on the review day, the following goals and Key Improvement Strategies (KIS) have been developed for the school to consider in the development of the new SSP.

Achievement goal: To maximise student individual learning outcomes.

KIS:

- Develop the capacity of staff to effectively collect, analyse and evaluate reliable data to inform learning programs, teaching practice and assessment.
- To implement and embed the whole school teaching and learning model of Powerful Learning and build teacher precision and capacity in the Theories of Action.

- Further develop and embed a whole school focus on Literacy and Numeracy.
- To improve parent accountability within the educational partnership

Engagement goal: All members of the school community are inspired to be confident curious and creative learners who are strongly connected.

KIS:

- Broaden the opportunities for students to use their Voice to shape their school experiences.
- Broaden the opportunities within the learning and extra-curricular programs to enhance confidence, curiosity and creativity across the school community.
- To investigate and create a broad range of community connections that support student learning and engagement.

Wellbeing goal: To create and nurture a resilient school community who share a common vision and values.

KIS:

- Build an understanding of resilience in staff, students and parents.
- Continue to embed Restorative Practices and Relational Learning processes as a whole school approach to wellbeing.
- Review and develop the school Vision and Values.

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

KIS:

- Investigate and implement time and resources to provide effective PLTs.
- Ensure effective provision of professional learning with a focus on Powerful Learning, Restorative Practices and Numeracy throughout the school community.
- Ensure provision and effective use of teacher technology to support student learning.
- Maximise financial input into the school through the development of local partnerships.
- Ensure the program budgets are used to achieve the strategic goals.

2.2.3 Next steps

Mentone PS is a high performing school with opportunities to move towards excellence. The school is confident that ongoing improvement in school performance will occur, with a cohesive whole school approach to the goals outlined in the new SSP.

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

1.1 Terms of Reference

This review considered the school's achievement, engagement, wellbeing and productivity outcomes for the period of review and discussed recommendations for the future.

The review looked at the extent to which the school demonstrates the following:

- Effective use of restorative practice as a wellbeing approach.
- Developing the capacity of staff in effective pedagogy.
- A precise whole school approach to purposeful instruction informed by school based and external research.

These focus areas were developed following analysis of the data over the past four years, and identification of improvement areas through discussion with various parties.

1.2 Methodology

The review was undertaken during Terms 3 and 4, 2015. An extremely comprehensive self-evaluation was completed, involving the school community, and this formed the basis for the development of the Terms of Reference of the review outlining the specific areas that require further interrogation and/or development on the review day.

The responsibility for managing various aspects of the review lay with the Principal Marcelle Van Maanen, who prepared the agenda for the review day, engaged two Peer Reviewers, provided the Reviewer with the appropriate data and self-evaluation documents, organised for the appropriate people to attend the review day. Carolyn Woodhouse worked with the school to determine the Terms of Reference for the review, analysed the school's data and self-evaluation, worked with the school and the Peer Reviewers on the review day to develop recommendations for the future, prepared a draft review report for the Principal to consider, and then prepared a Final Report for the school. The Principal will present this report to Staff and the School Council and then lead the development of the new SSP.

The school community (including staff, students, School Council and parents) were highly engaged in the review process through involvement in the writing of the self-evaluation, through forums for staff, students, and parents that were run to collect information and analyse data, through participation in the review day, and through involvement in the development of the new SSP.

In the writing of the self-evaluation, the following groups were involved: the Leading Improvement team consisting of the Principal, the Assistant Principal and the Leading Teachers.

On the review day, the participants were:

Principal:	Marcelle Van Maanen
School Reviewer:	Carolyn Woodhouse
Peer Principal:	Wayne Bach Libby Tudball
Assistant Principal:	John Bernau
Staff members:	Jenny Lumsden, Jared Chaplin, Alice Melville, Ken Bergan
School Council President:	Charles Gluck
Council Member/Parent:	Geri Sumpster

Groups involved in the development of the new SSP shall be the Executive team and the School Council.

The role and responsibility of the participants:

The Principal coordinated the review process, chaired the review panel on review day, and will oversee the development of the new SSP.

The School Reviewer co-developed the Terms of Reference for the review, analysed the SSE and the data sets, facilitated the running of the review panel day guiding the conversation and the development of the strategies for the new SSP, and involving all groups in the discussion on the panel day; wrote the review report based on the discussions on the review panel day.

The Peer Reviewers provided informed input into the discussions on the data and the development of strategies for the new SSP. They read the data sets and the self-evaluation prior to the panel day.

The panel members provided expert information on the data sets presented and the information in the self-evaluation to inform the discussion on the panel day.

The resources that were allocated to support the review included time release (Casual Relief Teacher [CRT] employment) for the staff involved in the review panel day, funding for the external School Reviewer, refreshments for the panel.