

Peer Review Report

Lalor North Primary School

North Western Victoria Region

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Date of Review Meeting:	13 October 2015

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1. Peer Review Report (Confidential to School Council, Staff and DET)

1.1 Evaluation of the School's Performance against the Strategic Plan

Outcome	Goals and targets from previous Strategic Plan	Panel view of school performance	Considerations for Next Steps
<p>Achievement:</p> <p><i>Achievement is best reported against like schools and learning growth.</i></p> <p><i>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. It should include a range of performance measures.</i></p>	<p>Goal</p> <p>To foster a curiosity that broadens Literacy and Numeracy achievement.</p> <p>Targets</p> <p>1. By the end of 2015, at least 90% of students in each cohort will have progressed, on average, a least one VELS/National Curriculum level over the two year period.</p> <p>2. By 2015, teacher judgements in most domains will show that at least 20% of students are working above their expected levels.</p> <p>The Strategic Plan also incorporated the following 'milestones':</p> <p>1. The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools.</p>	<p>The panel agreed with the descriptions of the school's performance contained in the School Self Evaluation (SSE).</p> <p>Performance comparisons with Strategic Plan targets:</p> <p>Strategic Plan targets and 'milestones' were couched in terms of measuring learning growth as students progressed through the school and increasing the proportions of students achieving above expected levels in English and Mathematics. Progress was to be measured by teacher assessment and NAPLAN performance indicators.</p> <p>By end of 2014 the school was making good progress toward achieving the 2015 targets for at 90% or more of students making at least expected annual learning progress. There was also clear evidence that the target to increase the proportions of students assessed as being above expected levels had been Achieved, with increases recorded in 2012 through 2014.</p> <p><u>Learning progress indicators:</u></p> <ul style="list-style-type: none"> • The percentage of students making expected or greater than one year's progress as children went up the school, hitting the 90% plus mark for literacy and numeracy areas in grades 5 and 6. • In 2015 the matched cohort growth was above state means in reading, writing, spelling and numeracy, with grammar and punctuation almost at the mean. • The NAPLAN Year 3 to 5 Relative Gain measures reveal clear improvement trends with increasing proportions of Year 5 students making high or medium relative gain in all Literacy dimensions and in Numeracy to be above state benchmarks. As a result there is a corresponding decline in the percentage of students making low relative growth. <p><u>Proportions of students achieving above expected levels in English and Mathematics:</u></p> <p>NAPLAN – percentages of students by NAPLAN Bands</p> <ul style="list-style-type: none"> • The percentages of Year 3 and 5 students performing in the top three NAPLAN bands for their year level in most literacy dimensions and in numeracy have been improving 2013- 	<p>While the school has clearly built staff capacity to deliver the desired approaches to teaching and learning, the leadership team has developed a clear picture of where more work can be undertaken in all elements of differentiated approaches.</p> <p>The School Self Evaluation identified some well-considered actions for future improvements. The panel endorsed the school's current directions, and agreed that these plus those actions highlighted during the panel discussions be considered for inclusion in the new School Strategic Plan. The panel was impressed by the clarity in directions articulated by the leadership group.</p> <p>Key considerations for next steps included:</p> <ul style="list-style-type: none"> • Maintaining current improvement trends in levels of student learning in some dimensions while also improving outcomes in/at: <ul style="list-style-type: none"> ○ Increasing %

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	<p>2. There will be an increase in the number of students in the upper NAP bands and a corresponding decrease in the number of students in the lower NAP bands.</p>	<p>2015, as illustrated in the following table:</p> <table border="1" data-bbox="763 312 1456 671"> <thead> <tr> <th colspan="3">Top Three NAP Bands</th> </tr> <tr> <th>Year 3</th> <th>2013%</th> <th>2015%</th> </tr> </thead> <tbody> <tr> <td>Grammar and Punctuation</td> <td>58</td> <td>50</td> </tr> <tr> <td>Numeracy</td> <td>58</td> <td>77</td> </tr> <tr> <td>Reading</td> <td>58</td> <td>73</td> </tr> <tr> <td>Spelling</td> <td>70</td> <td>73</td> </tr> <tr> <td>Writing</td> <td>83</td> <td>86</td> </tr> <tr> <th>Year 5</th> <th>2013%</th> <th>2015%</th> </tr> <tr> <td>Grammar and Punctuation</td> <td>56</td> <td>59</td> </tr> <tr> <td>Numeracy</td> <td>41</td> <td>56</td> </tr> <tr> <td>Reading</td> <td>45</td> <td>50</td> </tr> <tr> <td>Spelling</td> <td>59</td> <td>71</td> </tr> <tr> <td>Writing</td> <td>46</td> <td>62</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The SSE reports <i>Teacher judgements in reading and viewing and writing in 2014 and semester 1 2015 show this target met. Speaking and listening results are lower but 19.5% of students above the level in 2015. In mathematics the target was met in number and algebra, but still sitting under 20% in the other dimensions.</i> The English Online Interview - Percentage of Students by AusVELS Level, Trend - 2013 to 2015 shows increasing percentages of students performing at or above expected levels as they progress from Prep to Year 2. <p>The Self Evaluation contained a thorough analysis of various factors that potentially promoted or inhibited progress in the student learning area, including sections on the what and how of teaching at Lalor North Primary School. The school has strategically targeted resources and initiatives to improvement in teaching and learning – the data show that these actions have been effective, with improvements in the value added to student learning beyond what might be predicted, and indicating high levels of productivity.</p> <p>Substantial effort and resources have particularly been devoted to teaching and learning and it is clear that development of whole school teaching and learning models and substantial support for their implementation has undoubtedly contributed to the improvement patterns evident in the student achievement data. The previous Northern Metropolitan Region Curiosity and Powerful Learning Theories of Action provided an initial base for teaching at the school.</p> <p>One of the review terms of reference was how to <i>further refine teacher capacity to</i></p>	Top Three NAP Bands			Year 3	2013%	2015%	Grammar and Punctuation	58	50	Numeracy	58	77	Reading	58	73	Spelling	70	73	Writing	83	86	Year 5	2013%	2015%	Grammar and Punctuation	56	59	Numeracy	41	56	Reading	45	50	Spelling	59	71	Writing	46	62	<p>students above NMS</p> <ul style="list-style-type: none"> Year 3 NAPLAN numeracy Year 5 NAPLAN where Writing was stronger than Reading Teacher judgments Oral language program at Prep-2 EAL in the mainstream classrooms <ul style="list-style-type: none"> Focus on learning gain in measurable strategic plan targets Continue to develop and embed instructional models, initial SSP focus on ensuring a consistent approach to teaching of Mathematics Continue to build teacher capacity to implement the instructional models, particularly in Mathematics Teacher teams will provide the forum and focus for implementation of the instructional model and
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		<p><i>differentiate the learning program, ensuring that the teaching is evidenced based, that student growth is closely tracked, and that students are extended at all levels, particularly those achieving above the standard.</i></p> <p>At its core is differentiated or point of need teaching and learning requires three consistently implemented components:</p> <ul style="list-style-type: none"> • Curriculum documentation that describes developmental continuum or learning progressions that describe student learning as they move through the school year levels (for example, AusVELS progressions). • The use of accurate and timely assessment data to identify where each student is on the relevant progression (that is, identifying the student’s point of learning need or ‘zone of proximal development’). • Understanding of appropriate teaching responses, student learning and classroom routines including student groupings, designed to move the student to the next point on the progression. <p>It is clearly evident that the school has developed good levels of expertise in these three elements. Examples include:</p> <ul style="list-style-type: none"> - Curriculum documentation <p>A consistent approach in the development of Curriculum Scope and Sequence documents and the use of AusVELS Classroom programs are based on the achievement of the AusVELS. Planning is based on reviewing of evidence from data gathered, and moderation of work samples using the AusVELS and the Scope and Sequence documents.</p> <ul style="list-style-type: none"> - Assessment practices identified in the SSE include: <ol style="list-style-type: none"> 1. The development of assessment practices and schedule, including the introduction of Fountas and Pinnell reading assessment. 2. The assessment schedule ensures the ongoing collection of different types of data, including running records, on demand testing, samples of work etc. 3. Pre and post learning tests take place in numeracy and data is triangulated as part of the assessment process for twice yearly produced reports. 4. Consistent use of On Demand testing etc, have ensured better tracking of student progress across the year. Data is inputted into SPA and school developed 	<p>teacher professional growth.</p> <ul style="list-style-type: none"> • Continued building of leadership capacity through a distributed model close to where the action is, and building of individual leader’s capacities to be leaders of learning and to implement the teaching models. • Build student agency and ownership for their own learning.

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		<p>spreadsheets, and is analysed by teachers in professional learning teams supported by the data manager.</p> <ul style="list-style-type: none"> - Appropriate teaching responses are very evident including: <ol style="list-style-type: none"> 1. flexible student groupings based on assessment data identifying their current zone of proximal development. 2. Non negotiable lesson structures are in place, incorporating the use of specific Learning Intentions and Success Criteria, whole class instructional phase, followed by an 'explore' activity phase and a reflection on the learning. 3. In reading, strategies such as guided reading, reciprocal teaching, literature circles and socratic circles are used where appropriate. John Munro's High reliability Literacy Teaching Procedures are used to underpin comprehension. Significant time has been spent in triads observing and improving the teaching of reading. 4. Mathematics is taught through a similar lesson structure to reading. <p>The school also focused on building teacher capacity to implement the models of teaching and learning. Features of the school's 'feedback' approach include triad and lesson study approaches, with a shared focus on areas such as lesson structure, differentiation, questioning and feedback. The school reports through the SSE that these 'have increased teacher capacity and allowed teachers to work together to improve their practice with a direct impact on the classroom.' Common planning time within the school day has supported this shared responsibility for student outcomes. Teachers are open to feedback and learning from their peers and mentors.</p>	
<p>Engagement:</p> <p><i>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in</i></p>	<p>Goal</p> <p>To ensure that all students have a smooth and logical transition progression through the stages of learning.</p> <p>Targets</p> <p>By 2015,</p> <ol style="list-style-type: none"> 1. improvements in the 	<p>The strategic plan targets for student engagement were achieved, with the various indicators of student cognitive, emotional and behavioural engagement with schooling being consistently strong from 2012 to 2015 when compared with state and regional benchmarks. All 2015 student Attitudes to School Survey scores were at or above state and region means for all primary school scores.</p> <p>In 2015, all measures in the teaching and learning category of the survey received mean scores greater than 4.25 on the five-point scale – a good result. The highest score was recorded for Student Motivation, at 4.79 on the five-point scale, placing it at the state 90th percentile score. This result and scores for learning confidence (85th percentile) and stimulating learning (65th percentile) are indicators of very high levels of student cognitive engagement.</p>	<p>The Self Evaluation identified some well-considered actions for future improvements. The panel endorsed the school's current directions, agreed that these plus those actions highlighted during the panel discussions be considered for inclusion in the new School Strategic Plan.</p> <p>Key considerations emphasise the continuation of the current</p>

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<p><i>learning. Engagement also refers to students' engagement as they make critical transitions through school and beyond into further education and work.</i></p>	<p>Student Attitudes to School Survey data will place all yr 6 teaching and learning measures in the third quartile.</p> <p>2. improvements in the Student Attitudes to School Survey data will place all yr 5 teaching and learning measures in the third quartile.</p> <p>3. the Staff Opinion Survey data will place Student Motivation measures in the third quartile.</p> <p>4. the Parent Opinion Survey will show an upward trend in Transition measures.</p>	<p>A measure of emotional engagement, school connectedness, received a 2015 score of 4.60. This score was above the state and region mean scores and at the 77th percentile</p> <p>The school attributes the good performance on student engagement measures to the positive relationships between teachers and students and to various school processes and structures. The SSE contains comprehensive list of programs and strategies implemented during the previous strategic plan that have contributed to the good outcomes achieved. These included the teaching and learning approaches being implemented, the creation of a Student Action Team, and the development of student leadership skills. The SSE reports these have added student voice and ownership to decision making in the school.</p> <p>Average Year Level attendance rates in 2014 were high, ranging between 91% (Years 1&4) and 95% (Year 5). The average number of days absent per student for the whole school, was 15.52 in 2013 and 14.75 in 2014. The 2014 rate was in the predicted range, similar to the state average of 14.26 days.</p> <p>The school attributes the improved attendance to the development of stronger processes around attendance, based on 'Every Day Counts', the creation of an attendance team, who have provided support to families when students are struggling with their attendance.</p>	<p>effective strategies:</p> <ul style="list-style-type: none"> • Develop a research approach to the design and implementation of Inquiry Units • Continue with transition arrangements designed to ensure that all students are prepared and ready for the next stage of their learning/schooling. • Continue with parent partnership/engagement strategies to support improved student learning, including investigation of a parent/community hub (eg, similar to Thomastown West PS)
<p>Wellbeing:</p> <p><i>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving</i></p>	<p>Goal</p> <p>To promote attitudes and behaviours across the school community that develop responsible citizens who respect the rights of all and focus on their 'personal best'</p>	<p>The strategic plan targets for student wellbeing were achieved.</p> <p>All school climate measures in the 2014 Parent Opinion Survey were in the third or fourth quartiles of all schools results, except for extra curricula which was in the second quartile, indicating the school had already surpassed the targets for 2015 on most measures.</p> <p>Scores for Student Wellbeing and Relationships measures on the student Attitudes to School Survey were consistently strong from 2012 to 2015.</p> <p>The 2015 Connectedness to Peers score of 4.54 and Student Morale score of 6.14 were above the state 75th percentile, meeting the target.</p>	<p>The Self Evaluation identified some well-considered actions for future improvements. The panel endorsed the school's current directions, agreed that these plus those actions highlighted during the panel discussions be considered for inclusion in the new School Strategic Plan.</p>

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<p><i>and sustaining students' positive learning experiences.</i></p>	<p>Targets</p> <p>1. By 2015, there will be an increase in all measures of School Climate in the Parent Opinion Survey which takes responses into the third quartile.</p> <p>2. By 2015, the Student Attitudes to School Survey will show an upward trend in measures of Classroom Behaviour and Student Safety compared to the last three years</p>	<p>Classroom Behaviour and Student Safety scores were close to or better than the state median.</p> <p>The school has been very proactive in the areas of student wellbeing and student welfare. Sound evidence based approaches are in place and emphasise embedding the school values in all students and help to build resilience and connectedness. Key Improvement Strategies were to develop and consistently implement an agreed approach to student safety and wellbeing, and to develop a clear management strategy based on the Ramon Lewis developmental management approach of rights and responsibilities. These were both successfully implemented and have contributed to the string performance in wellbeing outcome.</p>	<ul style="list-style-type: none"> •
<p>Productivity:</p> <p><i>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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</i></p>	<p>The school was not required to include productivity in the previous Strategic Plan.</p>	<p>It is evident that people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, leadership positions, coaching and facilities are used effectively to promote student outcomes.</p> <p>The school has adaptive decision-making processes that ensure resources are allocated productively in response to evidence about student performance and developmental needs.</p> <p>A discussion of the need to review the effect of various initiatives on student achievement, engagement and wellbeing outcomes and the school generally occurred during the panel meeting. The discussions revealed that the school is capably led and managed to ensure the best value for expenditure will be achieved.</p>	

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<i>facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</i>			

1.2 Panel Day Discussions and Recommendations

	Topics/Areas of Interest discussed by the panel and panel recommendations for improvement	Rationale or Theory of Action	Next Steps (Optional)
Achievement	<p>Goal</p> <p>Consideration be given to continuing the existing Strategic Plan Goal:</p> <p>To foster a curiosity that broadens Literacy and Numeracy achievement.</p> <p>Targets – consideration be given to including targets similar to the previous strategic plan, designed to focus on learning gain and increased percentages of students at or above expected levels (by 2019 or otherwise stated):</p> <ul style="list-style-type: none"> - All deemed capable students to make at least one Victorian Curriculum level progress every year as measured by teacher judgement. - The year 3 to 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools. - Targets for decreasing the percentage of Year 3 and 5 students at or below NMS - <i>(Also consideration of SSP targets reflecting ‘the Education State targets – to Increase the percentage of Year 5 students performing in NAPLAN Bands 7 and 8 by 25% by 2020, illustrated by the following examples using 2015 as a base:</i> <ul style="list-style-type: none"> o <i>Reading from 26% in 2015 to 33% in 2020 (=25% of 26+26)</i> o <i>Writing from 24% in 2014 to 30% in 2020</i> o <i>Numeracy from 41% in 2014 to 51% in</i> 	<p><i>Theory of Action</i></p> <p>IF the whole school differentiated teaching and learning models are embedded in every classroom THEN consistently high quality teaching will occur AND every student will demonstrate good learning progress.</p> <p>IF learning tasks are purposeful, clearly defined differentiated and challenging, THEN all students will experience powerful and precise learning.</p> <p><i>Rationale for targets</i></p> <p>The importance of student learning targets using indicators that enable progress to be routinely monitored:</p> <ol style="list-style-type: none"> a. Targets should be based from current levels of achievement, establishing where students are in their learning. b. Ensuring assessments provide information to tailor teaching to students at their points of need, and enable monitoring and celebrating progress towards achieving high standards. c. The latter type of assessment information lends to more timely and useful information for the school to monitor progress toward achieving the goals and, if achieved, would contribute to achieving the DET performance/threshold indicator targets (which are also possible target considerations). 	<p><i>KIS – Continue to develop and embed instructional models</i></p> <p><i>Curriculum</i></p> <ol style="list-style-type: none"> 1. Review planning and teaching against the Victorian Curriculum <p><i>Assessment</i></p> <ul style="list-style-type: none"> • Improve the use of data and ensure more rigorous moderation at the team and whole school level to ensure accurate judgement against the Victorian Curriculum progressions • Refine use of data to ensure that student growth is accurately tracked and that learning is differentiated sufficiently, particularly for students who will benefit from extension. <p><i>Instructional Models</i></p> <ol style="list-style-type: none"> 1. Continue to embed and build upon current teaching processes in reading and writing. 2. Continued development of a consistent approach to teaching Mathematics, including a ‘Vision for excellence in teaching of Mathematics’ – what it looks like in classroom practice, including lesson structure, rationale for approaches’ ... 3. Oral language and EAL in mainstream classrooms <p><i>KIS – Continue to build teacher capacity to implement the instructional models (building on the</i></p>

	Topics/Areas of Interest discussed by the panel and panel recommendations for improvement	Rationale or Theory of Action	Next Steps (Optional)
	<p>2020</p> <p>Key Improvement Strategies (KIS)</p> <p>Key improvement strategies to consider for the next steps/SSP are:</p> <ul style="list-style-type: none"> - Refinement and further development of the school's instructional models (maintaining Reading and Writing and an initial strategic plan period emphasis on Mathematics). - Continue to build teacher capacity to implement the instructional models <p>(NB, these strategies fit with the Education State <i>Excellence in teaching and learning</i> Priority)</p> <ul style="list-style-type: none"> - Oral language program at Prep-2 - EAL in the mainstream classrooms <p>Education State Priority – Excellence in Teaching Practice</p>		<p>good practice already exists)</p> <ol style="list-style-type: none"> 4. Teacher teams to provide the forum and focus for implementation of the instructional models and provide for teacher professional growth. 5. Further capacity building for team leaders to perform their role 6. Further develop teacher knowledge around the teaching of oral language and supporting students with English as an Additional language within the classroom 7. Teacher professional learning in teaching of numeracy leading to more consistent approaches throughout the school supported by peer observation/mentoring processes 8. Continue lesson study and triads
Engagement	<p>The panel endorsed the school's current directions and the focus areas as identified in the SSE. As a result, the panel suggested the following be considered for inclusion in the new School Strategic Plan.</p> <p>Goal</p> <p>To foster high levels of student engagement and connectedness to their learning.</p> <p>Targets</p> <p>To maintain student Attitudes to School Survey</p>	<p>If students are cognitively, emotionally and behaviourally engaged with schooling then their outcomes will improve.</p>	<p>Strategies and actions as identified in the SSE</p> <p>Enhance student agency in their learning</p> <ul style="list-style-type: none"> - Investigate approaches to enhancing students' role in goal setting and providing feedback on progress - Continue development of learning confidence and engagement through the setting of goals and providing of timely and constructive feedback to students - Provide a more stimulating learning environment through the use of technologies and student

	Topics/Areas of Interest discussed by the panel and panel recommendations for improvement	Rationale or Theory of Action	Next Steps (Optional)
	<p>teaching and learning factor mean scores at levels similar to those recorded in 2015 (and at least above four on the five-point scale and above the state median of all school scores)</p> <p>- <i>(Also consideration of SSP targets reflecting 'the Education State targets – more students reaching highest levels of achievement in Critical and Creative Thinking by 2025, VCAA assessment instruments 2B developed end 2016)</i></p> <p>Strategies</p> <ul style="list-style-type: none"> • Develop a research approach to the design and implementation of Inquiry Units • Ensure students are prepared academically, emotionally and socially for their next stage of learning to make a smooth transition to each grade level. • Further build parent and community engagement with improving student learning. • Continue with strategies and actions designed to promote increased attendance. • Enhance student agency in their learning 		<p>directed learning. This will require professional development for staff.</p> <p>Further build parent and community engagement with improving student learning.</p> <ul style="list-style-type: none"> - Increase collaboration with the broad range of families in the community through a range of measures including investigation of a hub - Improvement of differentiation at the upper levels and communication to parents of learning outcomes are areas for future focus <p>Inquiry</p> <p>Develop a research approach to the design and implementation of Inquiry Units</p> <ul style="list-style-type: none"> - investigation of <i>Primary Connections Linking science with literacy</i> - Identification of the student skills and capacities, for example, critical thinking,
Wellbeing	<p><i>Considerations:</i></p> <p>Goal</p> <p>To promote students who are resilient, demonstrate attitudes and behaviours consistent with the school values, and have a focus on their 'personal best'.</p> <p>Targets</p> <ul style="list-style-type: none"> - To maintain the Student Attitudes to School mean 	<p>An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p> <p>Positive/authentic relationships and high levels of relational trust are correlated to maintaining high levels of student outcomes.</p>	<p>Development of a consistently implemented framework for student management:</p> <ul style="list-style-type: none"> - School Wide Positive Behaviour and Kidsmatter frameworks - Refinement of whole school approaches to student management, in particular consistent approaches to safety in the yard. - Refine approaches to student management for

	Topics/Areas of Interest discussed by the panel and panel recommendations for improvement	Rationale or Theory of Action	Next Steps (Optional)
	<p>scores for the following measures above the state median for all school scores;</p> <ul style="list-style-type: none"> ○ classroom behaviour (and above four on the five-point scale) ○ connectedness to peers (and above four on the five-point scale) ○ student safety. <p>Strategies</p> <p>Development of a consistently implemented framework for student management</p> <p><i>(Also consideration of SSP targets reflecting 'the Education State targets –</i></p> <ul style="list-style-type: none"> - <i>A 20% increase in the proportion of students doing physical activity five times a week by 2025</i> - <i>A 20% increase in the proportion of students reporting high resilience by 2025)</i> 		<p>children where a more individualised approach is required, including support and training for teachers.</p> <ul style="list-style-type: none"> - Continue to develop anti-bullying approaches and practices - Implementation of a research based social emotional learning curriculum across the school.
Productivity	<p>Considerations for inclusion in the new School Strategic Plan</p> <p>Goal</p> <p>Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.</p> <p>Strategies</p> <p>The strategies and actions described in each of the Achievement, Engagement and Wellbeing sections of the Self Evaluation provide the basis for a general</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>	

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	<p>resource allocation strategy in the new Strategic Plan.</p> <p>Target</p> <p>Achieve high levels of staff opinion on collective efficacy as measured through the Staff Opinion Survey.</p>		

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

Executive Summary

2.1 School Context

Extracts from the School Self Evaluation -

Lalor North Primary School, established in 1971, provides primary education to the communities of Lalor, Thomastown, Mill Park, Epping and South Morang. The school population has varied between 317 and 348 through the life of the school strategic plan and there is also considerable movement within each year. The school currently has a Student Family Occupation (SFO) density of 0.7213, increasing from 0.659 in 2011.

The population of the school is diverse, rich in a variety of cultures and reflects the changing demographic of the locality. 73.7 per cent of students at Lalor North speak a language other than English at home, and some of these are at the very beginning stages of learning English. The majority languages spoken are Macedonian (23%), Greek (15%), Arabic (14%) and Punjabi (7%). English On Line data (2013-2015) shows that children at Lalor North beginning prep are performing significantly lower than prep students across the region and state in reading, and speaking and listening. The Australian Early Development Index from 2012 shows 31 per cent of children beginning at the school in that year were developmentally vulnerable on one or more of the key domains, and 16 per cent on two or more domains.

The school's vision is to create lifelong learners who are committed to achieving their personal best and are respectful and responsible citizens who care about one another and the world they live in. This vision is complemented by the aim to empower students to be literate, numerate, curious and caring individuals who effectively contribute to society and an ever-changing world. School values, revised in 2014, are respect, honesty, unity and success.

The school has a range of contemporary facilities including the 2010 third wing that incorporated a new art room, gymnasium and a flexible teaching space that is also used for the Kinda Kinder program in conjunction with Victoria University. In early 2014, renovations to another wing brought a brighter, safer and more modern feel to the area, as well as providing a much needed refurbishment of a large classroom space. Facilities are well maintained and include a library, general purpose room, canteen and music space. The playground is large with two sets of climbing equipment, an oval, shaded areas and outdoor seating. School council has allocated significant funds to computer equipment such as iPads, netbooks, and interactive televisions. All classrooms also have desktop computers.

A very distinctive feature of the school is its two nationally recognised Bilingual Immersion Programs. Students enrolling are offered the opportunity of being in either the English/Macedonian bilingual program, or the English/Greek bilingual program. Students in these programs have two classroom teachers working with them at different times, and their learning is timetabled in two languages across the week, so that they study mathematics and integrated studies in the languages, as well as developing their literacy. Students who opt for the standard curriculum program learn Italian, attending two sessions per week with the specialist teacher.

Whilst the school structure is based on the three programs, the teaching staff works in teams based on stages of learning across these programs to ensure a consistency. They collect and analyse data and reflect on the effectiveness of the team. A rigorous and supportive Performance and Development process supports a culture of improvement and desire to learn and grow amongst teachers. The Leadership team consists of the Principal, Assistant Principal and Leading Teachers, who guide the work of the Professional Learning Teams, also providing mentoring, coaching and support. The use of triads and lesson study sessions facilitate teachers working together to provide feedback and coaching. The staff includes leading and very experienced teachers as well as those at earlier career stages.

2.2 Summary of the School's Performance

2.2.1 The School's Performance against the Previous Strategic Plan

Lalor North Primary School is congratulated on its performance during the 2012-2014 strategic plan period. A broad range of evidence reveals that the school has been effective during this timeframe. The school has achieved the targets established in the previous strategic plan, and some DET performance indicators provide evidence that the school is adding to the learning of the children enrolled.

Strategic Plan targets for student learning were couched in terms of measuring learning growth as students progressed through the school, and increasing the proportions of students achieving above expected levels in English and Mathematics. Progress was to be measured by teacher assessment and NAPLAN performance indicators. By end of 2014 the school was making good progress toward achieving the 2015 targets for at 90% or more of students making at least expected annual learning progress. There was also clear evidence that the target to increase the proportions of students assessed as being above expected levels had been achieved, with increases in this indicator recorded during 2012 through 2014.

The strategic plan targets for student engagement were achieved, with the various indicators of student cognitive, emotional and behavioural engagement with schooling being consistently strong from 2012 to 2015 when compared with state and regional benchmarks. Nearly all 2015 student Attitudes to School Survey scores were at or above state and region means for all primary school scores.

In 2015, all measures in the teaching and learning category of the student survey received mean scores greater than 4.25 on the five-point scale – a good result. The highest score was recorded for Student Motivation, at 4.79 on the five-point scale, placing it at the state 90th percentile score. This result and scores for learning confidence (85th percentile) and stimulating learning (65th percentile) are indicators of very high levels of student cognitive engagement. A measure of emotional engagement, school connectedness, received a 2015 score of 4.60. This score was above the state and region mean scores and at the 77th percentile

Average Year Level attendance rates in 2014 were high, ranging between 91% (Years 1&4) and 95% (Year 5). The average number of days absent per student for the whole school, was 15.52 in 2013 and 14.75 in 2014. The 2014 rate was in the predicted range, similar to the state average of 14.26 days.

The strategic plan targets for student wellbeing were achieved. All school climate measures in the 2014 Parent Opinion Survey were in the third or fourth quartiles of all schools results, except for extra curricular indicating the school had already surpassed the targets established for 2015 indicating the school had already surpassed the targets for 2015 on most measures. Scores for Student Wellbeing and Relationships measures on the student Attitudes to School Survey were consistently strong from 2013 to 2015. The 2015 Connectedness to Peers score of 4.54 and Student Morale score of 6.14 were above the state 75th percentile, meeting the target. Classroom Behaviour and Student Safety scores were close to or better than the state median scores.

The school has adaptive decision-making processes that ensure resources are allocated productively in response to evidence about student performance and developmental needs. This is evident in the productive allocation of resources to targeted teaching and learning, coaching roles, the distributed leadership structure, and the allocation of time during the school day for teacher teams to meet for planning and improvement.

Clear vision and strategic decision making on the part of the leadership, combined with the commitment and efforts of staff and community, has resulted in a school that provides good opportunities and growing outcomes for its students. The review panel, in observing the range of practices that are in place, is of the opinion that the performance is very much worth celebrating. Comments from peer members of the panel indicated agreement the school has developed a solid platform for future achievements.

2.2.2 Summary of the considerations for the next Strategic Plan

What is happening has been effective as indicated by patterns in the student achievement performance indicators. School leadership makes it clear that its expectations for students are high and that student outcomes can improve further. A shared commitment to the belief that all students will succeed in the world that awaits after graduating and consensus about how the vision will be achieved is evident.

The Self Evaluation and review panel discussions have identified some well-considered actions for future improvements. The panel endorsed the school's current directions, and agreed that these plus those actions highlighted during the panel discussions be considered for inclusion in the new School Strategic Plan. Considerations for the next strategic plan include:

Student Learning

Goal

Consideration be given to continuing the existing Strategic Plan Goal – To foster a curiosity that broadens Literacy and Numeracy achievement.

Targets – consideration be given to including targets similar to the previous strategic plan, designed to focus on learning gain and increased percentages of students at or above expected levels (by 2019 or otherwise stated):

Key Improvement Strategies

Key improvement strategies to consider for the next steps/SSP that fit with the Education State Excellence in teaching and learning Priority are:

- Refinement and further development of the school's instructional models (maintaining Reading and Writing and an initial strategic plan period emphasis on Mathematics).
- Continue to build teacher capacity to implement the instructional models
- Oral language program at Prep-2
- EAL in the mainstream classrooms

Student engagement

Goal – To foster high levels of student engagement and connectedness to their learning.

Targets – To maintain student Attitudes to School Survey teaching and learning factor mean scores at levels similar to those recorded in 2015 (and at least above four on the five-point scale and above the state median of all school scores)

Key Improvement Strategies

- Develop a research approach to the design and implementation of Inquiry Units
- Ensure students are prepared academically, emotionally and socially for their next stage of learning to make a smooth transition to each grade level.
- Further build parent and community engagement with improving student learning.
- Continue with strategies and actions designed to promote increased attendance.
- Enhance student agency in their learning

Student Wellbeing

Goal – To promote students who are resilient, demonstrate attitudes and behaviours consistent with the school values, and have a focus on their 'personal best'.

Targets – To maintain the Student Attitudes to School mean scores for the following measures above the state median for all school scores;

Key Improvement Strategies

Development of a consistently implemented framework for student management

Productivity

Goal – Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.

Strategies – The strategies and actions described in each of the Achievement, Engagement and Wellbeing sections of the Self Evaluation provide the basis for a general resource allocation strategy in the new Strategic Plan.

Target – Achieve high levels of staff opinion on collective efficacy as measured through the Staff Opinion Survey.

2.2.3 Next steps

The panel believes the school is very well placed for its next strategic plan period. This review is an opportunity for the Lalor North Primary School community to celebrate its efforts and achievements and to be optimistic about future gains from a sound base.

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

Aim / purpose

How do we:

Achievement

- Further refine teacher capacity to differentiate the learning program, ensuring that the teaching is evidenced based, that student growth is closely tracked, and that students are extended at all levels, particularly those achieving above the standard?
- Build high level teacher knowledge of AusVELS and the continuum of learning?
- Continue to enhance and develop consistent teaching practices through implementation of professional learning and proven pedagogical models of teaching?

Engagement

- Build teacher capacity to provide timely and accurate feedback to students which assists them in setting goals for learning?
- Ensure a focus on best practice 21st century learning through the use of technologies and an increase in student voice in their own learning?
- Develop strategies for effective communication with parents about their children's learning and individual learning goals based on their zone of proximal development?

Wellbeing

- Continue to review and refine student management and wellbeing processes, with particular reference to student safety and anti bullying approaches?
- Selection and implementation of an effective, research based social and emotional learning curriculum on a whole school basis?
- Continue to build upon relationships with all members of the parent community through engagement in school activities and student learning?

Methodology

Preparation for the School Review began in 2014 when the Principal and Assistant Principal attended the Leadership in Peer Review professional learning program. The leadership team then drafted a timeline, in consultation with School Council, to give staff, students and members of the school community a voice.

The methodology for informing the Self Evaluation followed DET guidelines. Changes in focus areas have been made since our Strategic Plan was written in 2012, and therefore 'Student Engagement and Wellbeing' and 'Student Pathways and Transition' have been reported on within 'Student Engagement' and 'Student Wellbeing'. Trend data for the Staff Opinion survey is lacking due to a new staff survey being introduced in 2014.

- Leadership team embarked on an assessment of the school's performance against the Self Evaluation Tool from the School Performance Framework.
- School Council and staff were briefed on the school review process and parents were informed
- School Council agreed timeline and process for community consultation, following detailed discussion in Education and Policy subcommittee
- School collected performance data to support consultation
- Consultation process took place, including:
 1. Teachers and education support staff evaluated our performance against the factors impacting student achievement (Marzano) and analysed data against the goals set in our strategic plan.
 2. Parent consultation included more formal meetings, less formal afternoon tea sessions, and questionnaires. Parent discussions focused on 'What skills do we want children to have acquired over their years of primary schooling?' 'What is one thing that Lalor North Primary should keep doing and why?' and 'What is one thing we should change and why?'
 3. Student consultation included leadership by the School Captains who worked with the class captains from Prep to grade 4, and the Student Action Team from grades 5 and 6. They were guided through the same set of questions as the parent group.
 4. School Council led by Education and Policy subcommittee discussed areas where our school is doing well, and where we need to improve, as well as reviewing data sets as above.

- A review of the draft self –evaluation was discussed by the leadership team, staff teams, the School Review working party and the School Council Education and Policy subcommittee in September prior to going to full council.

Data sets used to inform the self evaluation process were:

Achievement

DET School Summary Report from School Portal, NAPLAN data service, AusVELS 2014/5, Threshold Data 2014, school based data sets (On Demand testing, data spreadsheets)

Engagement and Wellbeing

Attendance (from School Summary Report), Attitudes to School survey, staff and parent surveys.

Panel Day

Time	Activity and purpose	Who	Expected outcomes (i.e. what we expect this activity will achieve)
9am-10.30am	<ul style="list-style-type: none"> • Overview of the Review day and process • Discussion of Self Evaluation and findings: Achievement • Recommendations for Improvement 	<ul style="list-style-type: none"> • Clare Read- Principal • Peter Fotheringham-Reviewer • Barry Goode-Acting Senior Advisor • Leon Bell –Principal: Thomastown West Primary • Stuart Dodd – Assistant Principal • Carmela Caruso – Leading Teacher: Curriculum • Viv Campagnolo- Leading Teacher: Early Years/ support • Tracey Gilllard – SC President • Bholu Giri – SC member 	<ul style="list-style-type: none"> • Suggestions about Goals and Strategies for the school to consider in formulating a new Strategic Plan.
	Morning Tea Break		Staffroom: Informal chat to staff
11-12.50	<ul style="list-style-type: none"> • Discussion of Self Evaluation and findings: Engagement & Wellbeing • Recommendations for Improvement 	Clare Read, Peter Fotheringham, Barry Goode, Leon Bell, Stuart Dodd. <ul style="list-style-type: none"> • Sofie Kesis – Leading Teacher: Student Wellbeing • Sola Trott – Office manager <ul style="list-style-type: none"> • Connie Diakodimitriou – Prep transition coordinator 	<ul style="list-style-type: none"> • Suggestions about Goals and Strategies for the school to consider in formulating a new Strategic Plan.
	Lunch Break		
1.35pm	Next Steps – 2016-2019 Strategic Plan <ul style="list-style-type: none"> • Achievement • Engagement • Wellbeing • Productivity 	Clare Read, Peter Fotheringham, Barry Goode, Leon Bell, Stuart Dodd, Carmela Caruso, Viv Campagnolo, Sofie Kesis	Suggestions about Goals and Strategies for the school to consider in formulating a new Strategic Plan.
	Conclusion	Principal and Reviewer	

Appendix 2: Registration Requirements: Summary Statement

Lalor North Primary School

Signature of Reviewer: *Peter Fotheringham*

Date: 20/10/2015

Name of Reviewer: Peter Fotheringham

Registration requirements to be met by all Government schools	Is the registration requirement met?
SCHOOL GOVERNANCE	
<ul style="list-style-type: none"> Democratic principles 	Evidence provided to VRQA by the Department
<ul style="list-style-type: none"> Structure 	Evidence provided to VRQA by the Department
<ul style="list-style-type: none"> Philosophy (eg. - SSP, AIP) Statement of school philosophy Explanation of how philosophy is enacted 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> Not-for-profit status 	Evidence provided to VRQA by the Department
ENROLMENT	
<ul style="list-style-type: none"> Student enrolment policy (Specialist and Specific Purpose*[see below] schools ONLY) 	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Student enrolment numbers 	Evidence provided to VRQA by the Department
<ul style="list-style-type: none"> Register of enrolments 	Evidence provided to VRQA by the Department
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> Monitoring and reporting on students' performance 	Evidence provided to VRQA by the Department
STUDENT WELFARE	
Student welfare <ul style="list-style-type: none"> Student Welfare policy and procedures Bullying and Harassment policy and procedures 	Yes <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
ATTENDANCE MONITORING	

<ul style="list-style-type: none"> Attendance monitoring Attendance register 	<p>Evidence provided to VRQA by the Department</p> <p>Evidence provided to VRQA by the Department</p>
STAFF EMPLOYMENT	
Teachers' requirements <ul style="list-style-type: none"> Register of all teachers with name, VIT registration number and category 	Yes <input checked="" type="checkbox"/> 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 Working with children check A Working with children check register Procedures to maintain the Working with children check register 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
SCHOOL INFRASTRUCTURE	
<ul style="list-style-type: none"> Buildings, facilities and grounds Educational facilities 	<p>Evidence provided to VRQA by the Department</p> <p>Evidence provided to VRQA by the Department</p>
OTHER REQUIREMENTS	
Information about school performance	Evidence provided to VRQA by the Department
<ul style="list-style-type: none"> Registration of an additional year level or campus Changing a school type or location 	<p>Applicable only when required</p> <p>Applicable only when required</p>