



Brunswick South

PRIMARY SCHOOL

imparare insieme ♦ creare insieme ♦ vivere insieme

Pre-Review Self-Evaluation Report

2743 - Brunswick South Primary School 2017

Based on Strategic Plan 2015-2017

Endorsements

Endorsement by School Principal	Name: Trevor Strolla Date: 9/11/2017
Endorsement by School Council	Name: Gabrielle Marchetti Date.....
Endorsement by Senior Education Improvement Leader	Name: Tony Privitelli Date.....

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1. School context

Contextual statement

Imparare Insieme – Creare Insieme – Vivere Insieme

Brunswick South Primary School's culture has changed significantly in the past five years. It has become a true Learning Community and is characterised by an environment which fosters mutual cooperation, emotional support, personal growth and collective efficacy.

From the moment you walk in the front gate it is highly evident that here is a climate of trust, shared vision and values, plus a passion for the welfare of the students and their learning.

The school prides itself on promoting an unrelenting focus on building positive and caring relationships and central to all our work is wellbeing. We aim for high quality and low variability in the quality of instruction for every student. This is scaffolded by effective leadership, professional learning, high expectations of all students and all teachers and the provision of a safe and secure learning environment.

We actively seek ways to enhance student learning by partnering with families, other education and training institutions and community organisations. To encourage community involvement, our practices encourage openness, welcome new ideas and consider fresh perspectives.

We are welcoming to all, are inclusive and celebrate diversity. Strongly supported by the school and Italian communities is the incremental pathway for Italian language with a Bilingual Program for students from years Prep to Grade 6 beginning officially in 2017.

It is anticipated that the school population will continue to grow with 340 enrolments anticipated by 2018.

Our learning spaces include two recently refurbished historic buildings alongside two modern, purpose-built, flexible learning spaces and a double story relocatable building. There is a 'wonderful synergy between the old and the new.' We also offer a range of interesting outdoor spaces to enhance learning and encourage interaction, play and investigation.

Current SFO is 0.19

Current SFOE is 0.15

Current staffing 29.1 FTE

Acting Principal has been in place for the majority of 2017

Methodology

Timeline of Activity

DATE	Activity and Rationale	Resources (data/information sources to be used)	Participants List who will be involved (their position, not name)
Week 2 25/7/17	FISO Session 1 – Positive Climate for Learning		All staff Facilitated by Team Leaders
Week 4 8/8/17	FISO Session 2 – Excellence in Teaching & Learning		All staff Facilitated by Team Leaders
Week 6 21/8/17	Tentative Curriculum Day Data Analysis		Zita to facilitate data analysis with staff
Week 9 Date TBD	Student Focus Groups 6 groups x 10 students (30 mins each)		Zita Pinda to lead 5/6 and 3/4 students to participate Maree to coordinate groups/times
Week 6 22/8/17	FISO Session 3 – Professional Leadership		All staff Facilitated by Team Leaders
Week 7 29/8/17	FISO Session 4 – Community Engagement in Learning		All staff Facilitated by Team Leaders
Week 9	Parent Focus Groups conducted		Zita to facilitate Trevor to organise
Week 10	Final Review Information Compiled		Trevor/Marg in conjunction with Zita
Term 4	Review document ratified by School Council		Trevor/Marg/Gabrielle.

2. Vision and values

Vision

What we aspire to:

For all students to live meaningful and rewarding lives; valuing and being valued as members of diverse communities.

Purpose

Why we do what we do:

Brunswick South Primary School is an outstanding, multicultural government school committed to preparing students for the realities of today and the unknowns of tomorrow.

Values

The moral fibre that guides our culture

- **CONSTANT LEARNING:**

- Committed to learning from each other
- Seek to accomplish something worthy and purposeful
- Try hard and pursue excellence

- **MUTUAL RESPONSIBILITY:**

- Be accountable for one's own actions
- Contribute to society and to civic life
- Support one another's wellbeing, development and success
- Stand up for the rights of others
- Take care of the environment

- **COMPASSION:**

- Be aware and inclusive of others and their cultures
- Treat all people fairly

- **SENSE OF POSSIBILITY:**

- A deep belief in the potential of all learners
- Ensuring educational opportunities for all

Consultation around existing values and future values will occur to evaluate their relevance

3. Practice and performance

FISO PRIORITY – EXCELLENCE IN TEACHING AND LEARNING		
SSP Goal: To improve student achievement at each level across the school in Literacy, Numeracy, Science and Italian Language		
Targets and Key Improvement Strategies (KIS)	Initiative/Dimension	Continuum Status or N/A

<p>Target/s:</p> <ul style="list-style-type: none"> • Increase the number of students across all year levels in Literacy and Numeracy to 'At' or 'Above' Expected level • Using NAPLAN Relative Growth data across all Domains, decrease the % of students with 'Low Growth' and increase the % of students with 'High Growth' • Increase the % of students in the two top NAPLAN Bands and decrease the % of students in the bottom two NAPLAN Bands • Using the School Staff Survey % Endorsement Measure increase: <ul style="list-style-type: none"> ○ Collective Efficacy ○ Collective Responsibility ○ Shielding/Buffering ○ Guaranteed and Viable Curriculum ○ Academic Emphasis ○ Professional Learning ○ Collective Focus on Student Learning <p>Using the Parent Opinion Survey, increase School Improvement Score to above the state mean for Victorian Government schools</p> <p>SSP/AIP Key Improvement Strategies:</p> <p>Build a school-wide professional team of highly able teachers</p> <p>Use research-based high quality, low variability and effective pedagogical practices in all classrooms</p> <p>Ongoing analysis of data</p>	<p>Curriculum planning and assessment</p> <p>Building practice excellence</p> <p>Evidence-based high impact teaching strategies</p> <p>Evaluating impact on learning</p>	<p>3 - Embedding</p> <p>3 - Embedding</p> <p>2 - Evolving</p> <p>2 - Evolving</p>
<p>Student Outcomes – Evidence & Analysis</p>	<p>Cohorts – Data Analysis</p>	<p>School Practice – Evidence and Analysis</p>
<p>In 2016 the school reached the threshold measure for NAPLAN learning gain. This threshold measure was also met for the four year average.</p> <p>2016-2017 in Reading we have achieved a strong 'medium growth' level (22% to over 50% of medium growth).</p> <p>Although 'high growth' in our school has dropped significantly in 2017, it remains at a consistent level with the state and region, and is just below similar SFO schools.</p> <p>Over the last 3 years the data for Reading has not been consistent. Is this a reflection of the cohort?</p>	<p>Staff focus groups identified that peer observation, leadership mentoring and numeracy and literacy coaching and modelling have all had highly positive impact on their practice.</p> <ul style="list-style-type: none"> • Teams are analysing data to inform differentiated planning at the point of need. • Lessons are structured with learning intentions and success criteria explicit. 	<p>Whole school model for reading, spelling Classroom Instructions That Works Instructional Model and professional learning provision across the school.</p> <p>Excel tracking document for student achievement.</p> <p>Team coaching in place at a team level.</p> <p>Mentoring in place through Sarah/Ivana's role.</p> <p>Team planning.</p> <p>Team structure.</p> <p>Positive psychology and character strengths in place across the school.</p>

<p>In 2017 we are at a similar level with other SFO schools for NAPLAN Reading across low, medium and high growth areas. In Numeracy 2017 NAPLAN relative growth showed 40% of students in the high growth bracket, up from just under 30%. This is almost double the state and region results, and almost 10% higher than similar SFO schools.</p> <p>Numeracy looks to be improving, with lower rates of low growth (in 2017 it was 15% compared to 23% in 2015, which is also lower than similar SFO schools).</p> <p>The school met the 2016 threshold measure for the percentage of students in the top three NAPLAN bands in Literacy but did not meet this measure in Numeracy. Both thresholds were met over the four year average.</p> <p>At Year 3 the school has met the targets to increase the percentage of students in the top two NAPLAN bands for the following:</p> <p>Grammar and Punctuation 52% →58% Reading 48% →72% Spelling 33.3% →64% Writing 37% →68%</p> <p>At Year 3 the school has not met the targets to increase the percentage of students in the top two NAPLAN bands for the following:</p> <p>Numeracy 44% →42%</p> <p>At Year 3 the school has met the targets to decrease the percentage of students in the bottom two NAPLAN bands for the following:</p> <p>Grammar and Punctuation 11.1% →6% Numeracy 12% →2% Reading 25.9% →4% Spelling 22.2% →2% Writing 11.1% →0%</p> <p>At Year 5 the school has met the targets to increase the percentage of students in the top two NAPLAN bands for the following:</p> <p>Reading 38.7% →53.4% Spelling 32.3% →33.3% Writing 6.5% →20%</p> <p>At Year 5 the school has not met the targets to increase the percentage of students in the top two NAPLAN bands for the following:</p>	<ul style="list-style-type: none"> • Learning is visible for students with them knowing what is next for them and how they can be successful. <p>Staff report that they are feeling more confident in trialing new approaches and that the agreed instructional model has enabled them to refine and establish consistent teaching practice. They recognized the need to establish more consistency of practice between areas and domains, particularly in Italian.</p> <p>They stated that the collaborative team structure and processes is effective in supporting rigorous and consistent planning and assessment.</p> <p>Staff are focused on identifying and developing targeted and effective assessment data to support action research approaches. Pre and post testing is now routine.</p> <p>Parent focus interviews identified that:</p> <ul style="list-style-type: none"> • A major strength of the school was its academic focus. • Students are able to work at their own level. Students who require extra support are identified and supported. Some parents indicated the need for further extension of higher achieving students. • Teachers are highly motivated in their teaching. • Learning is based on evidence and students have high levels of ownership of learning. <p>However, parents also indicated identified the need for further focus on establishing consistent instructional practice across the whole program with a focus on the teaching of Italian. This includes discussion of appropriate staffing focused on instructional practice rather than language ability.</p> <p>Questions were also raised about Reading and whether there was consistent monitoring of student comprehension levels.</p> <p>Student focus groups indicated:</p> <ul style="list-style-type: none"> • Students demonstrated high levels of satisfaction with teaching and learning approaches. 	<p>Strong culture of professional learning. Building of assessment and data consistency across the school. Yearly overviews. Italian Curriculum. Consistent unit and weekly planning documentation. Planning units in teams. Data support provided through dedicated data person. Moderation practices in place across the school.</p>
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<p>Grammar and Punctuation 36.2% →40% Numeracy 36.7% →20% At Year 5 the school has met the targets to decrease the percentage of students in the bottom two NAPLAN bands for the following: Spelling 161.1% →6.7% Writing 25.8% →20% At Year 5 the school has not met the targets to decrease the percentage of students in the bottom two NAPLAN bands for the following: Grammar and Punctuation 13% →3.4% Numeracy 13.4% →20% Reading 8.7% →13.4% Reading has been identified as a strength with 90% of students in the top 3 bands for Reading in Year 3. And 82% of students are in the top 3 bands for Reading in Year 5. The school did not meet the 2016 threshold measures AUSVELS, This was due to the fact that the school did not assessed using the Victorian Curriculum in 2016. Teacher judgements please see more detailed analysis.</p> <p>Parent Survey School improvement score has decreased from 52.1% in 2014 to 33.4% in 2016 Teacher morale decreased slightly from 66.6% in 2014 to 64.5% in 2016 Stimulating learning also slightly decreased from 54.0% to 47.9%.</p>	<ul style="list-style-type: none"> • All groups were able to articulate their active involvement in the setting of learning goals and felt that these were leading to better outcomes. • They discussed the use of learning intentions and success criteria in structuring lessons and preparing for learning. • Students demonstrated high levels of motivation and learning confidence due to their active involvement in learning as well as regular and effective feedback from teachers. • Student recognised and appreciated the use of fluid groupings to support differentiation in learning. They also recognised that pre and post testing was used to determine groupings and that individual students were able to work at their own level. • Students described regular involvement in self-assessment and reflection and that they received very regular and effective feedback from teachers and that they are given opportunities to reflect on and give feedback about their learning. They would appreciate more opportunities to give feedback about learning. • Some students indicated frustration at some of the learning in Italian in terms of comprehension of concepts rather than the language. 	
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FISO PRIORITY – PROFESSIONAL LEADERSHIP		
SSP Goal: To optimise the use of all available resources across the school		
Targets and Key Improvement Strategies (KIS)	Initiative/Dimension	Continuum Status or N/A
<p>Targets:</p> <ul style="list-style-type: none"> • Using the School Staff Survey % Endorsement Measure increase Parent and Community Involvement • Using the Parent Opinion Survey increase: <ul style="list-style-type: none"> ○ Parent Input ○ General Satisfaction <p>SSP/AIP Key Improvement Strategies:</p>	<p>Building leadership teams Instructional and shared leadership Strategic resource management Vision, values and culture</p>	<p>2 - Evolving 3 - Embedding 3 - Embedding 3 - Embedding</p>

Target use of school resources to meet the learning and wellbeing needs of all students		
Student Outcomes – Evidence & Analysis	Cohorts – Data Analysis	School Practice – Evidence and Analysis
<p>The school met the 2016 threshold measures for School climate and Workforce bridging finance.</p> <p>Staff Survey We have not met the targets for increasing teacher collaboration, however the collective focus on student learning is on the increase 79-88%. Staff trust in colleagues has gone up from 77% - 85% in 3 years Trust in student and parents is stable but has not increased. Parent and community involvement is stable. Do we have a shared definition for buffering and shielding as the percentage is very low (58%)? Collective responsibility is very high compared with teacher collaboration (65%) This is considerably lower than other responses (below the state) Homework data is low but it is not appropriate to our school policies. We have an increased staff so this would influence the survey data variations between past and present. School support for staff physical safety - when you take the Education Support staff out of the data, it falls well below the state average. Is this about different responsibilities or teacher capacity to manage additional needs for students?</p> <p>Parent Survey Parent Input increased from 34.5% in 2014 to 37% in 2016 General Satisfaction increased from 26.0 % in 2014 to 33.5% in 2016</p>	<p>Staff Focus Groups indicated:</p> <ul style="list-style-type: none"> • The team structures and processes are highly effective in promoting collaboration. New strategies are discussed, modelled and evaluated and student work is moderated both within and across teams. A major focus is on collegiate activities for giving and receiving feedback. • The team planning structures are working well in terms of cohesion, efficiency and mixed experience. Staff are enabled to share knowledge and resources with each other. • All members of the leadership team are instructional leaders and support staff in their work. • Through the Growth Coach Model leadership provide routine coaching, modelling and feedback. • The professional learning program is highly relevant and staff are given supported time to review and implement their learning goals. • There is a well-developed distributed leadership structure and there is real shared responsibility for the learning of all students and staff. • There are well defined roles and responsibilities and efficient use of teaching resources. • There is Improving teaching effectiveness resultant of an effective professional learning program. <p>Parent Focus Groups indicated:</p> <ul style="list-style-type: none"> • A general appreciation of the leadership of the school in terms of vision, evidenced based approaches and availability to the community. • Appreciation of the consistency of leadership though a period of changing leadership personnel. 	<p>Referral to values in newsletter, assembly, role descriptions and policies. All leaders know their students as a whole cohort and share this knowledge with their teams. Values and motto are displayed around school. Values and visions are basis for SWPB matrix. Character strengths approach links well with vision and values. Character strengths focus during transition with Foundation. Refer to Character Strengths during PLTs, SSGs. Analysis of student learning data occurs with staff, school council. Student tracking document used to track student progress across all levels. Leadership team take full responsibility to work on the school priorities and targets. Appointment of coaches. Implementation of Jigsaw session. Teaching & Learning Leader works with staff and ES and has staff trust and respect. Italian Team Leaders observe and coach to build staff capacity. Teachers have an openness and are supported to extend their practice. Informal interactions between PLTs. Opportunities to share knowledge and new learning. Shared PL between teaching staff. PLT meetings centered around school and team goals. PL Topics for PLTs are notified in advance and shared. Team coaching sessions are regular and use the GROW model. CITW PL for all teaching staff in 2016-2017. Weekly leadership meetings that include all team leaders. Italian Team Leader. Teaching & Learning Leader position with Principal and AP.</p>

		<p> Focused on all aspects of school improvement. Opt in coaching program for teaching staff with observations offered. Coaching PL for all leaders. Leadership team is actively involved in PL for staff. Leaders support teacher innovation. School creates leadership opportunities for aspirant leaders. Whole school strategic plan aligns curriculum priority areas with FISO dimensions. Consultative approach (acting Consultative Committee) Leadership Team meets weekly. Weekly whole school briefing. Collecting and analyzing data during staff meetings. Embrace uncertain situations creatively, bilingual program, flexible learning, principal on leave. Attract Italian staff from networks and connections Links with Italian government and Italian community groups. Active parent participation across many areas of the school. School Council and Sub committees and working parties with active parent participation. Startup program taking time to engage students and learning to learn. New Education Support teachers in all areas. Teaching & Learning Leader as a resource to help improve teaching and engage students who are at risk of disengagement. Data specialist collects and analyses data to support teaching teams in improving student achievement. Collegiate Meetings /PL aligned with school goals and strategic direction, student achievement. PDP goals focused on improving teacher capability Identifying staff passionate about curriculum areas to lead improvement. Ongoing links with bilingual network (Principal/Teacher) Links with Camberwell PS and other bilingual schools Links with Italian Consulate General / Co.As.It. Developing partnership with local schools, e.g. BSW </p>
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		Leaders regularly review progress towards school long term goals to deliberately plan roles and allocation Leaders actively involved in Network Communities of Practice.
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FISO PRIORITY – POSITIVE CLIMATE FOR LEARNING

SSP Goal: To improve student engagement at each level across the school

Targets and Key Improvement Strategies (KIS)	Initiative/Dimension	Continuum status or N/A
<p>Targets:</p> <ul style="list-style-type: none"> Using the School Staff Survey % Endorsement Measure increase Teacher Collaboration Using the Parent Opinion Survey increase each of the elements of Student Engagement Using the Attitudes to School Survey –Factor Mean Scores – Year 5-6, improve each of the elements within the Teaching and Learning Domain <p>SSP/AIP Key Improvement Strategies:</p> <ul style="list-style-type: none"> Use research-based, high quality, low variability and effective pedagogical practices in all classrooms Ensure that every student is engaged, challenged and learning successfully Differentiated Teaching and Learning 	<p>Empowering students and building school pride Setting expectations and promoting inclusion Health and wellbeing Intellectual engagement and self-awareness</p>	3 - Embedding 2 - Evolving 3 - Embedding Select status
Student Outcomes – Evidence & Analysis	Cohorts – Data Analysis	School Practice – Evidence and Analysis
<p>The school met the threshold measure for Attendance but did not meet the threshold measures for Connectedness to school and Student safety. These measures were also not met over a four year average.</p> <p>2017 Student Survey</p> <ul style="list-style-type: none"> High expectations for success is 85% overall Learner disposition and characteristics is an overall extremely positive domain. Related to character strengths work? (motivation, resilience confidence to learn) Attitude to attendance is excellent and students believe it is important to be at school. 	<p>Staff focus groups reported that:</p> <ul style="list-style-type: none"> Differentiated learning and fluid groupings support individual student engagement in their learning. Teacher performance goals are based on increasing student engagement. Students are actively engaged in their learning. Students are regularly setting their own learning goals and reflecting on their progress. Teachers are using a broad repertoire of teaching techniques to engage students. 	<p>Our whole approach around student wellbeing promotes positive relationships between teachers, children families. We work closely with families on individual student situations we do this very well. We communicate with parents in a variety of ways. Character Strengths Startup Program Everything we do comes back to student wellbeing. Teaching in teams. I Charts - display expectations. Startup program at start of year and each term. JIGSAW.</p>

<ul style="list-style-type: none"> Students believe they have an advocate at school e.g. an adult who cares, listens to them (81% overall). <p>2017 Areas of Concern:</p> <ul style="list-style-type: none"> Teacher concern (care how I am feeling) 61% gave positive responses, 21% gave negative, rest neutral. Classroom behaviour, in particular 'Students at this school treat each other with respect' drops significantly between years 3-6. Students know that teachers have high expectations for behaviour, but do not identify that Students treat their teachers or other students with respect (36% and 33% positive response respectively) Student voice and agency is low (47% overall). 37% of students responded that they have experienced bullying. This is high! 51% of students report being physically attacked. 47% report name-calling or teasing. <p>Student Relationships:</p> <ul style="list-style-type: none"> Classroom behaviour: between 2014-2016 the score decreased overall Connectedness to Peers: between 2014-2016 the score remained constant Student Safety: between 2014-2016 the score decreased <p>Wellbeing:</p> <ul style="list-style-type: none"> Student distress: between 2014-2016 the score increased slightly but is still a concern Student Morale: between 2014-2016 the score increased slightly but is still a concern <p>Teaching and Learning:</p> <ul style="list-style-type: none"> Learning Confidence: between 2014-2016 the decreased slightly Stimulating Learning and Student Motivation: between 2014-2016 there was slight increase in scores Teacher Effectiveness: between 2014-2016 the score remained relatively constant <p>Attendance: The school met the threshold for this measure. Absences have increased. Over 20% of students are absent for more than 20 days. Perhaps due to many families taking extended family holidays and home schooled students.</p>	<ul style="list-style-type: none"> Students are taught metacognition through learning about learning. Inquiry based learning enables student voice and individual focus on interests. Some staff voiced concern about lack of consistency with prevention of and response to classroom behaviour and student safety. They stated the need to further establish consistent high expectations, language and approaches for both the classroom and the yard. <p>Student focus sessions demonstrated that they felt high levels of connectedness to the school. They described very close and positive relationships with teachers. They confirmed that teachers have very high expectations for them as learners and they encourage them to always do their best. Students stated that they receive very regular feedback about their learning and that they are given opportunities to reflect on and give feedback about their learning.</p> <p>Students suggested that they would welcome more opportunities for giving feedback to teachers about their learning and further involvement in goal setting and the planning of learning.</p> <p>Students voiced concerns about distractions in classrooms due to negative behaviours as well as safety concerns in the playground. They voiced the need for a more consistent and effective response to incidents by teachers as well as more proactive programs addressing these issues.</p> <p>The parent focus group acknowledged:</p> <ul style="list-style-type: none"> The open classroom structure and multi age learning provides valuable opportunities for student engagement and connectedness. Students have opportunities for a broad range of mentors. The team teaching approach models effective collaboration to students. The Jig Saw approach has been highly effective. A broad range of activities are available for students. Close student and teacher relationships. 	<p>Learning legends. Student accepting of special needs . Setting independent learning goals 1-6 (data displays). Encourage independence (Gradual Release of Responsibility model). Parent meetings that discuss expectations (formal and Informal). Students are encouraged to be individuals. Supporting ESL students with a 'buddy program'. Increase in awareness about indigenous cultures (Sarah RS & Toby). More consistency in approaches to behaviour across the school. Teacher groups and conferences. Effort scales (consistent visuals across the school). Regular discussions in teams around assessments, outcomes and data Tiered behaviour documents.</p>
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The school is below state average in terms of absences but still high number of absence days (all absence types) per students (ranging from 15.5 in prep to 23 in Year 5).

Average absence days - all absence types

Year Level	2012	2013	2014	2015	2016
Prep	16.2	15.8	12.5	9.7	15.5
Year 1	23.6	15.6	13.4	14.0	10.5
Year 2	16.3	18.9	10.7	13.2	13.2
Year 3	14.5	16.7	19.6	9.8	13.1
Year 4	20.4	17.2	11.6	12.1	12.1
Year 5	16.5	15.3	18.1	12.8	23.6
Year 6	19.0	18.8	15.5	18.7	19.4

Parent Survey 2016

Connectedness to Peers slight increase from 2014 but below state mean (46.9%)

Student Motivation large increase from 2013 (37.3%) to 51.1% in 2016

Social Skills Decrease for 60.8% in 2014 to 45.6% in 2016

School Connectedness increase from 29.3% in 2014 to 45.2% in 2016

- Effective transition programs into and out of the school.
 - A clear understanding of the expectations for regular attendance at school.
- Some parents questions the use of peer tutoring and suggested the school investigate ways of further engaging higher performing students including focusing on individual interests.
- Parents also identified the need for more effective and consistent approaches to Student behavior management and Student safety.

FISO PRIORITY – COMMUNITY ENGAGEMENT IN LEARNING

SSP Goal: NA

Targets and Key Improvement Strategies (KIS)

Targets: NA

KIS: NA

Initiative/Dimension

Building communities

Global citizenship

Networks with schools, services and agencies

Parents and carers as partners

Continuum status or N/A

3 - Embedding

2 - Evolving

3 - Embedding

2 - Evolving

Student Outcomes – Evidence & Analysis

Parent Survey

Approachability has decreased from 34.7 % in 2014 to 16.7% in 2016

Parent input has had a slight increase from 34.0 % in 2014 to 37.0% in 2016

Reporting has had a dramatic decrease from 30% in 2014 to 2,7% in 2016

Cohorts – Data Analysis

Parent focus feedback indicated an appreciation of the community mindset of the school but identified the following:

- There is a need for improved communication from teachers to parents about the learning program and what is happening in the classroom.

School Practice – Evidence and Analysis

Volunteers in class
Ciao Down Tuesday (Fundraising sausage sizzle)
Fundraising
Term letters
Newsletters
Homework

<p>Extra-Curricula has increased from 30.6% to 64.5% in 2016.</p>	<ul style="list-style-type: none"> • Overall communication from the school tends to be inconsistent. There is a need for a communication portal to be established and used regularly and consistently. • There is a need for investigation of ways to use the skills and expertise of parents in the classroom to support learning. <p>Staff focus groups identified:</p> <ul style="list-style-type: none"> • The school would benefit from further networking with other schools and groups to support enhanced teacher practice and student learning. • The need for the school to develop father links with outside agencies and groups to enhance support for students and their families. • The need to further engage parents in learning in the school. 	<p>School council</p> <p>Taekwando Libraries Uncle Jack (3-4) Melbourne University Instrumental program Art class Northcote pool Kindergarten visits</p>
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4. VRQA self-assessment

DOCUMENTATION COMPLETION	Yes / No	Date
All documents complete		
All documents ratified by school council		
All documents stored electronically in a single file, stored locally (do not upload to Info Sharing)		
All documents stored in hardcopy in a single file		

5. Prioritise and set goals

- Further development of collaborative data driven approaches to inform action research, planning and monitoring of differentiated learning with ongoing focus on literacy and numeracy.
- Further focus on effective instructional practice with ongoing focus on consistent language and effective questioning.
- Making links with FISO explicit with planning and professional learning.
- Enhanced teacher to teacher feedback and collegiate observation activities to continue through coaching, mentoring and the peer observation process.
- Build teacher and leadership capacity through the performance and development process to effectively deliver student learning outcomes.
- Further focus on assessment and moderation to support and enhance teacher judgements.
- Consolidation of differentiated learning including consistent use of individual learning improvement plans.
- Further focus on assessment and feedback to and from students to increase learning confidence and student voice.
- An increased focus on student voice and agency
- Consolidation of collaborative team approaches across the school.
- Further development of ways to actively engage parents in learning.
- Enhancement of community communication including an effective portal.
- A focus on Vision, Values and Culture with increased clarity at classroom level.
- Further focus on student safety and behavior management
- Ongoing whole school approach to student attendance.
- Further focus on STEM education
- Further development of links with other schools and outside agencies to support student learning and wellbeing.
- Further focus on staff wellbeing