



Department of Education and
Early Childhood Development

Peer Review Report

Bundoora Primary School

North Western Victorian Region

School number:	4944
Principal:	Lee Pollard
School Council President:	Mick Petrovski
Review Company:	National Curriculum Services
Accredited School Reviewer:	Peter Gannon
Peers:	Margaret Hirth Michael Kent
Date of Review Meeting:	12/11/2014

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1. Executive Summary and Context

This review confirms that Bundoora Primary School is a very good school. By the key indicators of success, the school performs very well. The school's NAPLAN data suggests that, in most domains, the school's students achieve levels of learning growth at or above the state mean as they progress from Year 3 to Year 5. High achieving students can be seen to be catered for in the consistent percentage of students who perform in the top two NAPLAN bands in Year 3 and then again in Year 5. Similarly the programs offered students who are seen to need additional support are well considered and, from the data and anecdotally, are very effective. On data from the Student Attitude to School Survey, the percentile rankings achieved by the school place it well above the state mean on each of the variables related to the *Student Learning* factor. A similar level of positive outcomes related to *Student Relationships* and *Student Wellbeing* factors indicates that this is a happy school where students feel well supported and well taught. Parental support for the school is similarly high with responses on all variables in the upper percentile range. The school's recent success can be attributed to an improvement agenda, focussed on the quality of teaching and learning, being pursued by the current Principal and her leadership team. The improvement agenda's high take-up by staff should see the school's learning outcomes improving into the future.

Bundoora Primary School is located about 17 kilometres to the North East of Melbourne and adjoins Bundoora Secondary College. It is relatively close to La Trobe University and RMIT. The school's current enrolment is 211 and this number is set to grow with an increased Prep enrolment for 2015, reflecting an improved perception of the school by the wider community. The School's Student Family Occupation Index (SFO) is .53 which places it just below the state mean of .52 on the DEECD's measure of educational advantage. The SFO is used by the DEECD to distribute funds to point of need and as a guide to expected performance. On this measure, students at Bundoora Primary School would be expected to perform at the state mean on the range of indicators of school performance. The school has a relatively high number of students from English as an Alternative Language Backgrounds and has nine students in its PSD program, the majority of whom are funded at level two. The school has a well resourced, well coordinated and effective PSD program. In 2014 37% of students were in receipt of the Education Maintenance Allowance.

The main core of buildings is of the 1960s Light Timber Construction (LTC) style and these buildings have been well maintained and, considering their age, are in very good condition. The school has a beautiful BER styled four classroom block, appropriately named the Palace, which provides flexible learning spaces when required and separate classrooms for more structured tuition. The school has a range of shaded play equipment as well as extensive playing fields. Recently a very large undercover area was added between two buildings and the existing asphalt was covered in artificial turf to provide a very welcoming and popular play space. The school has renovated an old shelter shed into a large sandpit area, which the reviewer found, seemed to be as popular with the seniors as with the preps. Well executed murals cover a number of key walls. Despite the age of the buildings, there is a discernible freshness and positivity about the school which comes from its strategic investments in maintenance, refurbishment and new construction projects. The school's recently redeveloped street entrance has a series of bollards which welcome visitors in a number of languages, reflecting one of the school's core values, inclusiveness.

The Principal, Lee Pollard, has been Principal since 2010. The school's leadership team consists of a Leading Teacher who functions as an Assistant Principal and two experienced classroom teachers who provide curriculum and level leadership to the junior and senior schools respectively. Overall, there are five teachers, on a range of time fractions, at the highly experienced CT2.6 pay level and four teachers, on a range of time fractions, in the lesser experienced CT2.1-5 pay levels. The school also has five teachers who are in their first years of teaching and these are supported by a high quality induction process, as well as mentoring and constant involvement in Professional Learning Teams. The school employs a business manager and a receptionist as well as six Education Support Officers and Integration Aides, on a range of time fractions, to support the PSD program and other student centred support programs. Teachers are assigned to Professional Learning Teams related to the levels they teach and these form the basis for weekly planning and professional development. The VRQA check of the school's policies, protocols and scope and sequence shows that the school is very well organised and that solid documentation underpins its operation.

The school's specialist programs include a dedicated Science program, Visual Arts, Performing Arts, Physical Education, a High Achievers program, and English as an Additional Language sessions. The School Self Evaluation notes "Our specialist teachers involve our students and community in fun activities, through our participation in Festivals and local events. We have a large and enthusiastic choir, an expanding instrumental music program, art club, sporting teams and parent social groups". A number of these groups meet at lunchtimes as part of the school's commitment to its lunchtime activity program. Other activities include robotics, drum sessions and school production, all of which take a great deal of staff commitment and energy. The school has a Junior School Council and a student leadership program, which the Peer Review Panel was told, was due for a revamp to ensure that it carried out its function of providing appropriate role models for younger students. The students interviewed by the Peer Review Panel were most impressive young people, who clearly understood the role and had benefited greatly from the school's targeted leadership development program.

Student Achievement

The Peer Review Panel also assessed the School's NAPLAN results over the past three years and noted the following:

- The 2014 results for Year 3 Reading show 50% of students performing in the top two bands and 76% of students performing above the state mean and therefore well above schools with a similar student profile.
- The percentage of Year 3 students performing above the state mean in *Writing, Numeracy, Spelling and Grammar and Punctuation* ranged from 60% to 75% placing the school well above the expected levels of performance.
- Results for Year 3 taken over 4 years show a steady improvement year on year in each domain, with the exception of *Writing* in 2014.
- Results for Year 5 in 2014 show average scores at or about the state mean and at the levels of schools with a similar student profile in all domains tested.
- Results for Year 5 *Writing* show around 60% of students performing below the expected level, an outcome noted by the school and a focus for improvement. The Review Panel was told that the school had identified the issue early in 2014 and had developed a clear strategy to improve *Writing* in the middle school.
- The relatively high correlation between *Reading* scores and *Numeracy* scores indicated that the school's approach to teaching *Numeracy* is effective.
- NAPLAN results for *Reading, Grammar & Punctuation, and Spelling*, reporting Relative Growth from Year 3 to Year 5, showed performance better than the state mean levels. In 2014, *Writing* and *Numeracy* reported more than 30% of students in the low growth category. For the past three years, in *Spelling*, over 60% of students have recorded high Relative Growth.
- In 2012, 42% of Year 3 students were in the top two NAPLAN bands for *Reading*. In 2014, when the students were tested again, 43% of Year 5 students were in the top two NAPLAN bands for *Reading*. A similar comparison for *Numeracy* showed that the percentages in the top two bands obtained in Year 3 were maintained when the students were tested again in Year 5 in 2014. In *Writing*, 30% of students were in the top two bands in Year 3 and when they were tested again in Year 5 only 20% were in the second top band with no students in the top band. Overall this is a very good outcome and suggests that the school has catered well for its high achieving students. The school now tracks student performance on an individual basis and as noted above, is attending to the issue with *Writing*.
- Results on the Teaching and Learning factor in the Student Attitude to School Survey were very high on all variables indicating strong student satisfaction with the learning program at the school.
- Results on the Parent Opinion Survey reflect a very high degree of satisfaction with the teaching and learning aspects of the school.

Student Engagement

- The school's student absence data for the past three years is mixed. In 2013 mean absences across the school were below the state mean, but in 2012 and already for 2014 mean absences were higher than the state mean. The school was able to identify the individual students and families which account for a large proportion of the absences and noted, too, the propensity of parents to take students on extended overseas holidays.
- The 2014 Student Attitude to School Survey continued the positive trend of the previous two years. Results in the *Teaching and Learning* factor show all variables above the 75th percentile with a number above the 85th percentile when compared to other schools across the state which suggests that students in Years 5&6 enjoy their work and relate well to their school and to their teachers.
- The Parent Opinion Survey is most positive and reflects the data from the Student Attitude to School Survey with high percentile rankings on *School Connectedness, Student Motivation, Stimulating Learning and Learning*

Student Wellbeing

- Scores on the Wellbeing factors on the Student Attitude to School Survey for the past three years were high and place the school in the mid to top percentile ranges when compared to the rest of the state. The *Classroom Behaviour* variable was strong for 2012 through to 2014, placing the school above the state mean and the regional mean in each of the years. The *Student Safety* variable was even stronger and discussion with the student leaders endorsed the view that students felt safe at this school and that there was little or no bullying.
- The *Student Distress* and *Student Morale* variables were, on average, at or about the 60th percentile for the past three years, suggesting that Bundoora Primary School is a very happy place for students to learn.

Productivity

The Peer Review Panel agreed that the school made excellent use of its resources. There was agreement that the performance indicators show the school effectively identifies and manages its resources to improve student outcomes. The Peer Review Panel noted that this is a school that does a great deal for itself and makes the most of its resources. Evidence of this included:

- A leadership structure which provides crucial curriculum and level leadership across the school and an effective sounding board for the Principal.
- A significant and well considered use of time to build teacher capacity through internal professional development.
- Continuing commitment to an improvement agenda based on lifting all students' learning outcomes.
- Strategic investments in maintenance and renovation work to create or improve the various learning environments around the school.
- Restructuring of timetable to a 2-2-1 model to allow for more effective teaching and learning.
- Timetabling that enables block planning time for teams
- Timetabling that allows for key programs to happen and that minimise students out of class time such as Corrective Reading.

Key Improvement Strategies

A major part of the Peer Review Panel discussion was related to improvement strategies and how to embed the many good practices that have been introduced. A number of Key Improvement Strategies were discussed and endorsed by the meeting. The main strategies were:

Maintain our high expectations, our structured approach to learning.

- Build teacher capacity through purposeful PD and expectations
- Use explicit teaching.
- Use sequential, scaffolded lessons

Numeracy.

- Embed number drills at commencement of each lesson
- Use consistent protocols for each maths session .
- Explore Magic Maths as per Greensborough PS as a possible way to develop number skills across the school.
- Review and replenish mathematics teaching equipment

Reading

- Investigate a consistent, school-wide approach to Reading. For example, Café Reading is being trialled at the moment.
- Review literacy resources – grade the literacy resources, especially in 3-6 area (+L30),
- Apply consistency in expectations of continued growth to Year 3-6 reading.

Writing

- Establish and maintain the whole school timetable for Big Write
- Maintain the school's focus on VCOP and The Big Write.
- Ensure new staff are made competent to teach these programs.
- Embed VCOP and The Big Write into the school's protocols for teaching English
- Establish and maintain respected learning time for critical strategies, in particular, The Big Write

ICT

- Increase access to ICT and make it more reliable.
- Develop an eLearning Plan to help establish future directions, protocols and policies

Student Engagement

- Continue to promote KidsMatter as a school priority. Move to introduce Components 2 – 4 and maintain and strengthen Component 1 as the key overarching priority.
- Explore ways to deliver rich learning tasks. For example, arrange to visit a few schools which have had success with well structured Inquiry Learning programs.
- Review reading material across the school and undertake processes to grade it and store it in box sets.
- Continue using Reading Eggs / Eggspress school wide.
- Continue using Mathletics school wide.
- Maintain focus on calm classrooms and respectful behavior.

Student Wellbeing

- Develop and expand knowledge of Social and Emotional Learning. Monitor community perceptions regarding our progress and improvements.
- Make an Informed selection and implement a school wide Social and Emotional Learning program with an agreed professional learning program and considered implementation timeline.
- Review of the school Engagement Policy and School-wide Approach to Behaviour and Discipline policy and program.
- Review the Student Leadership structure, roles and processes, including the Step Up to Leadership program offered to Year 5s during Term 4 each year.
- Continue with the school's highly supportive and consistent approach to managing discipline issues.

Productivity

- Develop welcome letters from students to new students in their house and class.
- Improve the Class Reps programs, especially in the 3-6 area.
- Maintain careful Workforce Planning and budgetting, especially considering a growing enrolment.
- Develop a planned approach to major maintenance issues.
- Maintain the school's KidsMatter focus, particularly those aspects that enable community support and alignment with school values.

The Peer Review Panel members were most impressed by thoroughness and quality of the School Self Evaluation, its close examination of the data in relation to targets from the last School Strategic Plan and its willingness to identify areas in need of improvement. The Peer Review Panel was also impressed by the very professional way the staff had embraced the review process to monitor progress and to set out targets and strategies for future improvement. Discussion with the school's leadership team showed that many of the practices already in place at Bundoora Primary School can be found in highly effective schools and therefore the reviewers can only encourage their continuation and development. The school's outcomes on most of the key indicators of success are above expectation and a testament to the work of this highly motivated and dedicated staff. The school's growing enrolment and its very positive Parent Opinion Survey outcome suggest that the school is regarded as a "good school" by its community. The reviewer, who also reviewed the school in 2010, has been most impressed by the rigorous way the school now approaches its work, by the carefully considered and most strategic changes that have been made on many fronts and by the tangible lift in energy and enthusiasm evident in all levels of school life. The foundations are in place for an excellent future.

2. Terms of Reference

Aim / purpose

- The review will address the school's performance on each of three student outcome areas (student learning, student engagement and student wellbeing) through consideration of the five key questions identified under the School Accountability and Improvement Framework (desired outcomes, actual outcomes, contributing factors, resourcing/productivity and future actions). Within this framework, outcomes / contributing factors / resourcing issues identified for particular consideration will include:
 1. How can we ensure that we build teacher capacity to differentiate in Reading, Writing and Mathematics and embed these practices through all our teaching and learning programs?
 2. How can we ensure our Teaching and Learning Protocols reflect our current best practice and are embedded throughout our school?
 3. How can we improve our students' engagement and motivation to learn?
 4. How can we improve our students' wellbeing?

Panel Members:

Lee Pollard – Principal	Mick Petrovski - School Council President
Michael Kent - Peer Reviewer	David Luke – Leading Teacher (Acting AP)
Margaret Hirth - Peer Reviewer	Peter Gannon - Accredited School Reviewer
A number of members of staff visited the review throughout the day	

Timeline for review day 12/11/2014

Time	Activity	Resources	Attendees
9:00	Introduction and overview for the day Discussion of self-evaluation and findings		Peer Review Panel +Julie, Heather
9:30	STUDENT ACHIEVEMENT DATA Briefing to panel regards review: Presentation: English Presentation: Maths	Presentations to include: What the data is telling us What are our challenges? Recommendations for improvement	Peer Review Panel + Literacy Leader – Julie Dunn Maths Leader – Rebecca Bruce
11:00	MORNING TEA		
11.20	WELLBEING DATA Presentation: Student Personal Development	Presentations to include: What did we set out to achieve? What did we achieve? Recommendations for improvement	Peer Review Panel + PWO – Alyssa O'Connell KidsMatter – Steven Meagher
11:50	ENGAGEMENT DATA Presentation- Transition – Jamie, Steve Presentation –Inquiry - David Presentation –ICT - Jamie		Peer Review Panel + Jamie McDonald Steven Meagher
12:20	Meeting with Student Leaders	How did the Year 5 Leadership course prepare you for your leadership role? What skills have you developed this year which will help you at Secondary College? What are the strengths of BPS?	Peer Review Panel + 2 rotating staff+ School Captains – Alicia and Connor Year 5 leaders – John and Delainie
12.45	PRODUCTIVITY Resources discussion: Staff, changes, workforce planning Funds, fundraising, budgets Time, timetables, provision Space, allocation and expansion Facilities, improvements		Peer Review Panel +Lorraine Van Zwiener 2 rotating staff
1.25	LUNCH		
2.00 - 3.15	New Strategic Plan Discussion: Self-Evaluation Report recommendations Goals and targets for the next SSP		Peer Review Panel + Julie Dunn, Jamie McDonald

3. Evaluation of Performance

	Panel view of school performance	Panel Recommendations for improvement
<p>Achievement:</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>The Peer Review Panel endorsed the school's performance as described in the School Self Evaluation document. The Peer Review Panel was impressed by the detail of the SSE's examination of the data and the clear recognition of excellent performance as well as a very honest assessment of areas needing attention.</p> <p>AusVELS reporting:</p> <ul style="list-style-type: none"> • There is a reasonable correlation between teachers assessments via AusVELS reports and the school's NAPLAN results with perhaps some reluctance in the Prep to Year 3 levels to award as many As and Bs as the NAPLAN results would suggest. In the upper levels there was a higher correlation. The panel was told of the efforts made by teachers to moderate results and also of concerns about the different rates of improvement displayed by the younger students in particular. <p>The Peer Review Panel also assessed the School's NAPLAN results over the past three years and noted the following:</p> <ul style="list-style-type: none"> • The 2014 results for Year 3 Reading show 50% of students performing in the top two bands and 76% of students performing above the state mean and therefore well above schools with a similar student profile. • The percentage of Year 3 students performing above the state mean in <i>Writing, Numeracy, Spelling and Grammar and Punctuation</i> ranged from 60% to 75% placing the school well above the expected levels of performance. • Results for Year 3 taken over 4 years show a steady improvement year on year in each domain, with the exception of <i>Writing</i> in 2014. • Results for Year 5 in 2014 show average scores at or 	<p>The Peer Review Panel suggested the following be considered for inclusion in the new School Strategic Plan.</p> <p>Goal</p> <p>To improve student outcomes in Literacy and Numeracy</p> <p>Targets</p> <ul style="list-style-type: none"> • For each student to achieve at least one year's growth in learning (as measured by AusVELS) during each school year. • That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state means for the medium and high growth categories on each dimension. • That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the percentage of students in the top two NAPLAN bands when the same cohort of students was in Year 3. • That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the lower two bands will not increase. • That there will be an improved correlation between teacher and NAPLAN assessments. <p>Key Improvement Strategies</p> <p>The following Key Improvement Strategies are from the SSE and are endorsed by the Peer Review Panel.</p>

about the state mean and at the levels of schools with a similar student profile in all domains tested.

- Results for Year 5 *Writing* show around 60% of students performing below the expected level, an outcome noted by the school and a focus for improvement. The Review Panel was told that the school had identified the issue early in 2014 and had developed a clear strategy to improve *Writing* in the middle school.
- The relatively high correlation between *Reading* scores and *Numeracy* scores indicated that the school's approach to teaching *Numeracy* is effective.
- NAPLAN results for *Reading*, *Grammar & Punctuation*, and *Spelling*, reporting Relative Growth from Year 3 to Year 5, showed performance better than the state mean levels. In 2014, *Writing* and *Numeracy* reported more than 30% of students in the low growth category. For the past three years, in *Spelling*, over 60% of students have recorded high Relative Growth.
- In 2012, 42% of Year 3 students were in the top two NAPLAN bands for *Reading*. In 2014, when the students were tested again, 43% of Year 5 students were in the top two NAPLAN bands for *Reading*. A similar comparison for *Numeracy* showed that the percentages in the top two bands obtained in Year 3 were maintained when the students were tested again in Year 5 in 2014. In *Writing*, 30% of students were in the top two bands in Year 3 and when they were tested again in Year 5 only 20% were in the second top band with no students in the top band. Overall, this is a very good outcome and suggests that the school has catered well for its high achieving students. The school now tracks student performance on an individual basis and as noted above, is attending to the issue with *Writing*.
- Results on the Teaching and Learning factor in the Student Attitude to School Survey were very high on all variables indicating strong student satisfaction with the learning program at the school.

Maintain high expectations and a structured approach to learning.

- Build teacher capacity through purposeful PD and expectations
- Use explicit teaching.
- Use sequential, scaffolded lessons

Numeracy.

- Embed number drills at commencement of each lesson
- Use consistent protocols for each maths session .
- Explore Magic maths as per Greensborough PS to develop number skills
- Review and replenish numeracy teaching equipment

Reading

- Investigate a consistent, school-wide approach to Reading. For example, Café Reading is being trialled at the moment.
- Review Literacy resources – grade the literacy resources, especially in 3-6 area (+L30),
- Apply consistency in expectations of continued growth to Year 3-6 reading.

Writing

- Establish and maintain the whole school timetable for The Big Write
- Maintain the school's focus on VCOP and The Big Write.
- Ensure new staff are made competent to teach these programs.
- Embed VCOP and The Big Write into the school's protocols for teaching English
- Establish and maintain respected learning time for critical strategies, in particular, The Big Write

ICT

- Increase access to ICT and make it more reliable.
- Develop an eLearning Plan to help establish future directions, protocols and policies

Other

- Establish a Curriculum committee to

- Results on the Parent Opinion Survey reflect a very high degree of satisfaction with the teaching and learning aspects of the school.
- The SSE and presentations to the Peer Review Panel suggest a very high degree of professionalism in PLT leadership and management within the school. The school has identified consistency and depth of pedagogy as a concern and has worked steadily through its team structures to build and enhance the competency of its teachers. The work undertaken in Literacy and Numeracy had clearly had an impact on whole school practice, was well communicated to all staff and had a very high degree of take up by teachers.
- There has been a strong focus on improved classroom practice and the school has developed a system of peer observations, incorporating a checklist and to some extent, focusing on how children are learning.
- The Peer Review Panel discussed the school's approach to differentiated learning in both literacy and numeracy. The Greensborough Primary School Magic Maths Program which focuses on number skills and allows students to work in cross level ability groups was seen as worth exploring.
- *Writing* was identified as a domain where results were not keeping pace with those in other domains and the school has responded by introducing The Big Write and VCOP to specifically target students writing skills and their ability to tackle a range of genres.
- A program of Individualised Learning Plans (ILPs) has been instituted across the school and aims to ensure student's particular learning needs are addressed.
- The school has strengthened its English as an Alternative Language Program (EAL) and in 2014 has seen the program triple in size.
- The school's Corrective Reading Program, using a well tested prescriptive American program and employing a trained ES staff member, has made a significant difference to the learning outcomes of many students

- ensure the school stays in touch with current developments in pedagogy,
- Provide cross- level scaffolding of learning
- Provide oversight of the integrated program
- Research and introducing new and effective school wide programs.
- Establish a Library Committee to devise/implement a plan for beautification.
- Investigate alternatives to PA announcements.
- Improve staff induction processes
- Review the PLT Leadership.

	<p>whose testing revealed shortcomings in their reading and comprehension skills.</p> <ul style="list-style-type: none"> • The Language Support Program, which is supervised by a Speech Therapist and delivered by ES staff members, has also had an impact on student learning outcomes. • The school uses its ICT resources to support student learning making good use of programs like ABC Reading Eggs, Mathletics and Study Ladder. It was noted that the school’s ICT resources are aging and that elements of the system will soon need replacing. 	
<p>Engagement: 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 learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<ul style="list-style-type: none"> • The school’s student absence data for the past three years is mixed. In 2013, mean absences across the school were below the state mean but in 2012 and already for 2014 mean absences were higher than the state mean. The school was able to identify individual students and families which account for a large proportion of the absences and noted, too, the propensity of parents to take students on extended overseas holidays. • The 2014 Student Attitude to School Survey continued the positive trend of the previous two years. Results in the <i>Teaching and Learning</i> factor show all variables above the 75th percentile with a number above the 85th percentile when compared to other schools across the state. This suggests that students in Years 5&6 enjoy their work and relate well to their school and to their teachers. • The Parent Opinion Survey is most positive and reflects the data from the Student Attitude to School Survey with high percentile rankings on <i>School Connectedness, Student Motivation, Stimulating Learning and Learning Focus, Student Safety and Classroom Behavior</i>. • The PE, Visual Arts, Performing Arts and Science programs all add ways of engaging students in their learning. A high achievers program has been 	<p>The Peer Review Panel endorsed the following from the SSE for inclusion in the new School Strategic Plan.</p> <p>Goal</p> <ul style="list-style-type: none"> • To improve student engagement both within the classroom and at a whole school level. • To improve whole school student attendance rates. <p>Targets</p> <ul style="list-style-type: none"> • To maintain levels of student satisfaction at or above the state mean on the Student Attitude to School Survey as measured by each of the mean factor scores related to <i>Teaching And Learning</i>. <p>Key Improvement Strategies</p> <p>The Peer Review Panel endorsed the following from the School Self Evaluation for inclusion in the new School Strategic Plan.</p> <ul style="list-style-type: none"> • Continue to promote KidsMatter as a school priority. Move to introduce components 2 – 4 and maintain component 1 as the key overarching priority. • Develop and expand our knowledge of Social and Emotional learning. • Explore ways to deliver rich learning tasks. For example, arrange to visit a few schools which have had success with well structured Inquiry Learning

introduced to ensure students in need of extension are given work appropriate to their ability.

- The school program includes specialist Science classes and students build their levels of engagement with learning through having their curiosity stimulated, being given the tools to help understand important elements of their lives and by having their creativity and problem solving skills developed.
- The school has a comprehensive ICT program using a variety of formats. Students have the opportunity to develop their research skills, their ability to manipulate complex software programs and their ability to present ideas using 21st century technology and this, no doubt, increases students' levels of engagement.
- The reviewer's observations of students at work in classrooms, were that they were focused, attentive, polite and cooperative. The reviewer was impressed by the businesslike way classes were running with high levels of participation and an overall ethos of involvement and success.
- The two school captains and the two Year 5 students who met with the Peer Review Panel impressed with their enthusiasm for the school and its teachers and for the quality of work they were undertaking in their classrooms. Four very articulate students!
- The school pays considerable attention to its extensive student leadership program and the benefits can be seen in high levels of commitment, genuine concern for the wellbeing of younger students and exemplary values and behavior.
- Junior School Council, special activity days, the house system, reward charts and scholarships are all ways for students to engage with their school.
- The school's annual production is a way students become deeply engaged in their learning and the

programs.

- Review reading material across the school and undertake processes to grade it and store it in box sets.
- Continue using Reading Eggs / Eggspress school wide.
- Continue using Mathletics school wide.
- Increase budgets for Maths, English and ICT (2015).
- Review transition processes between Year 2 and 3 Review documentation passed on between the levels
- Update the Library and make it a source of enjoyment for all.
- Continue and strengthen the Buddy System.
- Refine and improve the student leadership program.
- Maintain focus on calm classrooms and respectful behavior.
- Analyse data from Student Attitude to School Survey by involving the school leadership team, staff and student leaders and jointly develop appropriate responses.
- Identify ways to improve Junior School Council. Clarify its purpose and function and ensure that it has a significant role in the life of the school.

efforts made by the school to ensure its success are remarkable.

- Lunchtime activity clubs including the choir, drum sessions, robotics and the art club as well as the music program and the instrumental music program are other ways this school deliberately provides ways for all students to find a connection and high level of engagement with their learning.
- The animals program has been particularly successful in engaging some students with challenging behaviours.
- A change to the daily timetable has improved student attention spans and overall classroom engagement levels, particularly after lunch .

Wellbeing:

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

- Scores on the Wellbeing factors on the Student Attitude to School Survey for the past three years were high and place the school in the mid to top percentile ranges when compared to the rest of the state. The *Classroom Behaviour* variable was strong for 2012 through to 2014 placing the school above the state mean and the regional mean in each of the years. The *Student Safety* variable was even stronger and discussion with the student leaders endorsed the view that students felt safe at this school and that there was little or no bullying.
- The *Student Distress* and *Student Morale* variables were on average at or about the 60th percentile for the past three years suggesting that Bundoora Primary School is a very happy place for students to learn.
- The School Self Evaluation rates the school's 2013 initiative "Kids Matter" as the most significant contributor to the stable and supportive climate of the school. Kids Matter is a whole school community approach to student mental health and wellbeing and

The Peer Review Panel endorsed the following from the SSE for inclusion in the new School Strategic Plan.

Goal:

- To improve student wellbeing in social competencies, resilience, self-esteem, and mutual respect.

Targets

- To maintain levels of student satisfaction at or above the state mean ranking on the Student Attitude to School Survey as measured by each of the mean factor scores related to *Student Relationships* and *Wellbeing*.

Key Improvement Strategies

The Peer Review Panel endorsed the following for inclusion in the new School Strategic Plan.

- Continue to promote KidsMatter as a school priority. Move to introduce components 2 – 4 and maintain component 1 as the key overarching priority.
- Develop and expand knowledge of Social and Emotional Learning. Monitor community perceptions regarding our progress and improvements.

has been driven by the school's professional counsellor. One feature (among many) is the use, in the junior years, of Smiling Minds apps to aid decompression or calming down, in the first minutes after the lunchtime break. The Peer Review Panel was told that staff had reported very favourable outcomes and that there was a strong desire to implement the program in the upper years.

- The school's professional counsellor has had an impact both as the impetus to the Kids Matter program and in her work in supporting individual students and their parents.
- As with the engagement outcome, the reviewer observed highly stimulating classroom environments, high levels of engagement and happy and connected students.

- Make an Informed selection and implement a school wide Social and Emotional Learning program with an agreed professional learning program and considered implementation timeline.
- Review of the school Engagement Policy and School-wide Approach to Behaviour and Discipline Policy and program.
- Review the Student Leadership structure, roles and processes, including the Step Up to Leadership Program offered to Year 5s during Term 4 each year .
- Investigate Peer Support program and an alliance with Bundoora Secondary College.
- Continue with the school's highly supportive and consistent approach to managing discipline issues.

Productivity:

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

The Peer Review Panel agreed that the school made excellent use of its resources. There was agreement that the performance indicators show the school effectively identifies and manages its resources to improve student outcomes. The Peer Review Panel noted that this is a school that does a great deal for itself and makes the most of its resources. Evidence of this included:

- A leadership structure which provides crucial curriculum and level leadership across the school and an effective sounding board for the Principal.
- A significant and well considered use of time to build teacher capacity through internal professional development.
- Continuing commitment to an improvement agenda based on lifting all students' learning outcomes.
- Strategic investments in maintenance and renovation work to create or improve the various

The Peer Review Panel endorsed the following for inclusion in the new School Strategic Plan.

Goal

- To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning and wellbeing.

For the Future

The Peer Review Panel endorsed the following from the SSE for inclusion in the new School Strategic Plan.

- Develop welcome letters from students to new students in their house and class.
- Improve the Class Reps programs, especially in the 3-6 area.
- Maintain careful Workforce Planning and budgetting, especially considering a growing enrolment.
- Develop a planned approach to major maintenance issues.

learning environments around the school.

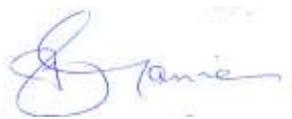
- Restructuring of timetable to a 2-2-1 model to allow for more effective teaching and learning.
- Timetabling that enables block planning time for teams
- Timetabling that allows for key programs to happen and that minimise students out of class time such as Corrective Reading.
- Creation of Junior, Middle and Senior Learning Areas.
- Improvement and allocation of dedicated spaces for Science, Corrective Reading, Visual Arts, English as Additional Language and Performing Arts.
- Strategic and timely employment of personnel to ensure school/student needs are met, eg Education Support (non- and PSD).
- Allocation of funds to provide and increase personnel in Admin /Finance /Library.
- Re-instatement of the school-managed OSH program (After School Care) with Before School Care added in 2014.
- Expansion of the Instrumental Music program - personnel, resources, space
- Employment of a Primary Wellbeing Officer in 2013 - budget, salary, resources.
- Expansion of Canteen operations - personnel, equipment, processes
- Cyclic upgrade of all carpet, painting, blinds etc to create modern teaching and learning spaces.
- Strategic Workforce planning which allows for 4 specialist teachers working various hours and delivering programs the students enjoy
- Improved and negotiated ILPs for those above/below expected standards

- Maintain the school's KidsMatter focus, particularly those aspects that enable community support and alignment with school values.

- Planning for low to acceptable class numbers in all areas.
- Sustaining a balance of experienced and new staff.
- ES staff trained in Language Support Program to assist with Speech Therapy provision.
- Links to external bodies have assisted in creating and managing programs to assist the students for example, with RMIT

4. Registration Requirements: Summary Statement Bundoora Primary School

Signature of Reviewer:



Date: 12/11/2014

Name of Reviewer: Peter Gannon

Registration requirements to be met by all Government schools	Is the registration requirement met?
SCHOOL GOVERNANCE	
<ul style="list-style-type: none"> Democratic principles <i>Evidence provided to VRQA by the Department</i> 	
<ul style="list-style-type: none"> Structure <i>Evidence provided to VRQA by the Department</i> 	
<ul style="list-style-type: none"> Philosophy (eg. - SSP, AIP) Statement of school philosophy Explanation of how philosophy is enacted 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> Not-for-profit status <i>Evidence provided to VRQA by the Department</i> 	
ENROLMENT	
<ul style="list-style-type: none"> Student enrolment policy (Specialist and Specific Purpose* <small>[see below]</small> schools ONLY) 	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
<ul style="list-style-type: none"> Student enrolment numbers <i>Evidence provided to VRQA by the Department</i> 	
<ul style="list-style-type: none"> Register of enrolments <i>Evidence provided to VRQA by the Department</i> 	
CURRICULUM AND STUDENT LEARNING	
<ul style="list-style-type: none"> Time allocation per learning area (eg. Timetable) Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development) Outline of how the school will deliver its curriculum (eg. Scope and sequence) A whole school curriculum plan (eg. Scope and sequence) Documented strategy to improve student learning outcomes (eg. - SSP, AIP) 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> Monitoring and reporting on students' performance <i>Evidence provided to VRQA by the Department</i> 	
STUDENT WELFARE	
Student welfare <ul style="list-style-type: none"> Student Welfare policy and procedures Bullying and Harassment policy and procedures 	Yes <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 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<ul style="list-style-type: none"> explicit statement prohibiting corporal punishment) An outline of how the school communicates these policies and procedures to the school community 	
ATTENDANCE MONITORING	
<ul style="list-style-type: none"> Attendance monitoring Attendance register 	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
STAFF EMPLOYMENT	
Teachers' requirements <ul style="list-style-type: none"> Register of all teachers with name, VIT registration number and category 	Yes <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 <i>Working with children check</i> A <i>Working with children check</i> register Procedures to maintain the <i>Working with children check</i> register 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
SCHOOL INFRASTRUCTURE	
<ul style="list-style-type: none"> Buildings, facilities and grounds Educational facilities 	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
OTHER REQUIREMENTS	
Information about school performance	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> Registration of an additional year level or campus Changing a school type or location 	<i>Applicable only when required</i> <i>Applicable only when required</i>
Additional registration requirements to be met by schools offering a <u>senior secondary</u> course or qualification (VCE / VCAL / IB)	
Student learning outcomes <ul style="list-style-type: none"> Current student and staff handbooks Sample student learning sequence Procedures and documentation to indicate staff have been provided with current and accurate information Policies and procedures to enable compliance with the awarding body 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student records and results <ul style="list-style-type: none"> Policies and procedures to maintain accurate student records Policies and procedures to undertake an annual analysis of records and results Policies and procedures to monitor patterns of student participation and completion rates 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student welfare <ul style="list-style-type: none"> Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Teaching and learning <ul style="list-style-type: none"> Qualified and competent staff to teach and assess the class Suitable teaching resources and physical facilities to provide the course Processes to ensure consistent application of assessment criteria Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments 	Yes <input type="checkbox"/> No <input type="checkbox"/>

If you require support regarding the minimum standards:

- email school.reorganisation@edumail.vic.gov.au, or
- telephone the Department of Education and Early Childhood Development on 9947 1854, or
- contact your Senior Advisor.

If you would like examples of further evidence to supply please see: [VRQA registration requirements for Victorian Government Schools](#).

* The Victorian Registration and Qualifications Authority (VRQA) has registered the following schools as Specific Purpose schools:

- | | |
|---|---|
| <ul style="list-style-type: none"> Austin Hospital School Avenues Education Blackburn English Language School Collingwood English Language School Croydon Community School Distance Education Centre Victoria John Monash Science School Kensington Community High School Lynall Hall Community School Noble Park English Language School Sovereign Hill School Sydney Road Community School The Alpine School | <ul style="list-style-type: none"> Travancore School Victorian School of Languages Western English Language School |
|---|---|