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

1. 1 School Context

Tarwin Lower Primary School is located in Gippsland, 165 kilometres south-east of Melbourne.

The school facilities include one main wing that houses the school's classroom spaces. There are additional buildings for administration, music, art and a school kitchen. The grounds include an adventure play area, oval, kitchen garden, worm farm and hard-court play area.

The current enrolment is 40 students. The school is organised into 3 classes; Foundation, Years 1, 2 & 3 and Years 4, 5 & 6. The student family occupation (SFO) index of the school in 2016 was 0.4451.

The staffing profile of Tarwin Lower Primary School includes a Principal and 2.5 full-time equivalent teachers, a 0.6 Business Manager and 0.2 full-time equivalent education support (ES) staff.

The school covers all domains of the Victorian curriculum standards and provides a differentiated curriculum that promotes individual learning. Specialist areas include Health and Physical Education, Information and Communications Technology, Music, Art, Library and Indonesian.

1.2 Summary of the School's Performance

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

Achievement

The review panel agreed that Tarwin Lower Primary School had achieved its goal to improve student achievement in Literacy and Numeracy. The 2014-17 school strategic plan set targets related to increasing the percentage of students who achieved at or above the expected level in Literacy and Numeracy.

All students were at or above expected levels in the 2016 NAPLAN results in Reading, Grammar and Punctuation and Numeracy. 83% were at or above the expected level in Writing and Spelling. Teacher assessment data in 2016 showed that a third of students were 6 months or more above the expected level in Reading, 11% in Numeracy and 5% in Writing.

The panel determined that whole school approaches to Phonics, Writing and Mathematics had provided consistency of teaching and curriculum across the school. Teachers were supported by the local cluster of schools to identify high quality practice and participated in professional learning to implement quality practices.

Engagement

The panel agreed that the school had made progress towards achieving its goal to increase student motivation and engagement. The average scores on the Parent Opinion survey for Student Safety and Student Motivation increased between 2014 and 2016 to be above the target of 5.3 however remained below the 50th percentile.

The average scores on the Student Attitude to School for School Connectedness, Student Safety and Connectedness to Peers were above the 50th percentile but all other scores were below. Student absence rates increased from 14 average days per student in 2014 to 21 average days per student in 2016.

The review panel determined that enquiry learning in integrated studies engaged students' interests and provided opportunities for project-based learning and this increased their motivation. The opportunities for student leadership and participation in decision making through Junior School Council developed confidence in students. The panel noted that there were not consistent practices to improve attendance.

Wellbeing

The panel agreed that the school had improved student pride in the school. The average scores on the Parent Opinion survey for Transition increased between 2014 and 2016 to be above the 75th percentile when compared with other primary schools. Student surveys showed improved average scores for *Learning Confidence* from 3.68 in 2014 to 3.8 in 2016. Scores for *Connectedness to Peers* and *Student Safety* were above the 50th percentile.

The panel agreed that the school had shared values that underpinned consistent approaches to wellbeing across the school and this provided students with the language, attitudes and skills to develop resilience.   It also agreed that a strategy to raise the profile of the school in the community was required to increase enrolments and support transition.

Productivity

The panel agreed that the school resource allocations were aligned with the strategic directions of the school.

Networking opportunities between local schools and the community had provided teachers with profession learning and students with opportunities to participate in activities with students from other schools.

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

Considerations for the next Strategic Plan were discussed by the panel for improving school performance and student outcomes. Suggestions were aligned to the Framework for Improving Student Outcomes (FISO).

The review panel proposed a goal to improve student learning outcomes to ensure all students made twelve months or more growth each year for Literacy and Numeracy.

Key strategies proposed included:

- Document a guaranteed and viable curriculum for Literacy and Numeracy.

- Develop shared understandings regarding the knowledge and capabilities required to demonstrate the standards documented in the curriculum.

- Document an assessment schedule to triangulate data to accurately assess achievement and learning growth against the standards.

- Determine intervention strategies for students who do not achieve at the expected standard in the areas identified as guaranteed.

A second goal to implement a whole-school instructional model and high impact teaching strategies to improve student outcomes was also proposed by the review panel.

Key strategies proposed included:

- Develop and document an agreed instructional model that is referenced against the research based high impact strategies.

- Develop collaborative processes, within the school and across the cluster, to analyse assessment data and evidence to accurately plan differentiated learning for students.

- Develop a professional learning community within the school, and across the cluster, that provides professional learning for teachers and utilizes classroom observations and feedback to improve the quality of teaching.