

2. Peer Review Report Summary

Executive Summary

2. 1 School Context

Carwatha College P-12 is located in Noble Park North in the City of Greater Dandenong. It caters for students from Prep to year 12. In recent years the demographics of the local community has changed from younger families to an established community. Enrolments have declined over the period of review from 862 in 2014 to 704 in 2016. Enrolment numbers can vary with high levels of student mobility.

The college has a rich profile of multiculturalism and diversity. This cultural mix provides an exceptional environment for developing understanding and tolerance of others. 63% of students come from a language background other than English with a mix of 57 nationalities without a dominant nationality. There are high levels of complex social needs in the community. The college has a very strong culture of care and support for its students and families. The SFO is 0.69. There are many families either unemployed or in low skilled employment.

The college has a widely acknowledged reputation for catering for the needs of all students and hence a number of enrolments come from well outside the designated enrolment area. The college has a commitment to personalising the learning for students and ensuring that the learning growth of all students is maximised. A strong culture of supporting, caring and working with students from diverse backgrounds is demonstrated through high retention data and strong student survey results. The college has developed teaching expertise, knowledge and facilities to support the wide range of student abilities.

With the careful management of the Student Resource Package (SRP), the staffing profile has remained stable. In 2016, there were 73.8 equivalent full time (EFT) staff, consisting of 2.8 Principal Class, 49 teachers with 8 leading teachers, 41 classroom teachers and 22 Education Support (ES) staff.

There has been a major focus on personalising the learning for students to improve student achievement. In 2013, significant time, effort and resources were allocated to the development of a pedagogical approach – *“Defining Effective Teaching -a pathway to student excellence”*. This led to the development of a research based instructional teaching model – GREATER (Goal, Revise, Explicit Instruction, Apply Learning, Time for Feedback, Extra, Remind), which is now expected to be used consistently in all classrooms.

The college has an extensive range of intervention programs developed to lift student outcomes. Staff have identified the need to increase the level of student engagement and connectedness to their learning and improve outcomes to address the high student absence data and lateness to school. Parent perception is strong as evidenced the Parent Opinion Surveys (POS) with an improvement trend from 2013 continuing in 2015.

The college actively encourages community and parent partnerships. Parents are encouraged to share in a partnership with a focus on developing positive educational outcomes for their children.

2.2 Summary of the School's Performance

2.2.1 Summary of the School's Performance against the Previous Strategic Plan

Performance is reported against the goals and targets set in the School Strategic Plan (2013-16)

Student Achievement

The school sought to improve learning outcomes in literacy and numeracy from prep to year 10 and to improve academic outcomes across years 11 & 12

The targets set were, by 2016 to:

- increase the proportion of students assessed above the National Minimum Standards (NMS) in reading and numeracy NAPLAN assessments at years 3, 5, 7 & 9
- increase the proportion of students assessed at or above the expected AusVELS levels in reading and number at years prep to 6
- increase the proportion of students assessed at or above the expected AusVELS levels in reading and measurement, chance and data at years 7-10
- improve the VCE Median All Studies Score to 28.

On examination of the 2015 AusVELS data and the 2016 NAPLAN data, there are variations in the levels of achievement with improvement in numeracy at all levels and reading at year 9 but not uniform improvement at other year levels. Learning growth from year 3 to year 5, 5 to 7 and 7 to 9 was measured by NAPLAN. The state average percentages showed 25% achieving low growth, 50% medium growth and 25% high growth. When the school measures were compared to the state, there was a trend of significant improved growth in 2016 when high growth was above the state for year 5 numeracy 37% and year 7 numeracy 27%. At year 9 there was high growth in grammar and punctuation 27%, numeracy 40%, reading 42%, writing 34 % and spelling 32%. The VCE mean score rose to 27 in 2013 but declined to 25 in 2015.

The P-6 Numeracy target was achieved The targets have not been met for AusVELS assessments at P-6 and Years 7-9 in reading and 7-9 Measurement and Geometry. The target was met for P-6 Number.

There was evidence of improvement in NAPLAN data particularly in numeracy, and this demonstrates what is possible. The review panel agreed that although targets were aspirational there is room for improvement in student achievement.

Student Engagement

Goals was set to continue to improve student engagement and wellbeing, to focus on ensuring a

supportive and orderly learning environment and to improve student safety.

The targets set were to increase the wellbeing measures on the Attitudes to Schooling Survey (AtSS) at years 5-6 in Wellbeing (6.3) and Student Relationships (5.5) and years 7-12 Wellbeing (6.0) and Student Relationships (5.0) by 2016. These targets were aspirational and not achieved.

The panel agreed that there were opportunities for further improvement in student engagement after considering the 2016 AtSS Data. There were no targets set for student attendance but the panel agreed that improved attendance would be a future target.

A goal was also set to improve the transition process for students and their families into, through and out of the school. The target was to increase the parent satisfaction with transitions data to at least 6.0. The 2015 Parent Survey data indicates that the Transition variable was 5.80 improving from 2013. Transitions into the school and out of the school are very effective and well acknowledged by the parent community. Transitions for students as they progress through the school is an area for continued focus. Other targets were set to improve the AtSS variable School Connectedness scores in years 5 & 6 to 5.5 and in years 7-12 to 4.5. These targets were not achieved.

Student Wellbeing

The college had a combined engagement and wellbeing goal for the strategic plan period. Therefore, there is no goal or targets to specifically report against. It is very apparent that there is a strong sense of community at the college in which staff work to sustain a caring, supportive and inclusive environment for students, one in which, ideally, every staff member takes responsibility for every child.

Productivity

There was a productivity goal in the 2016 Annual Implementation Plan (AIP) in relation to the resourcing, counselling and planning for the V3 program. This will be evaluated in term 4 2016.

2.2.2 Summary of the considerations for the next Strategic Plan

The review panel agreed that the college should continue to strive for improved student learning outcomes in all areas. The college has strived to develop a culture of high expectations for its students based on the belief that all students can achieve success. The panel recommended that staff should continue to be supported with relevant and researched professional learning, to embed consistent and explicit high impact teaching strategies that encourage students to take ownership of their learning. The Victorian Curriculum has recently been introduced and work has commenced to align the school's curriculum with the new learning achievement standards.

The school continues to celebrate and acknowledge student successes and promoting the school in the wider community. The school has made significant progress in increasing the level of enthusiasm and engagement in learning.

The panel agreed that the school has maintained a comprehensive approach to student

wellbeing and that teachers have collective responsibility for all students. The survey data and the feedback from students and staff was particularly positive. The review panel found that the school had embedded a range of curriculum approaches and support services for students and families.

There is a high degree of student engagement with the extra curricula programs. Staff could utilize the college's learning management system to access a wider range of communication tools to expand the opportunities to celebrate student achievements and better connect with families.

The panel agreed on the following to be considered for the development of the Strategic Plan:

- the need to improve student achievement across the college
- embed the consistent use of the GREATER instructional mode
- build teacher capacity through targeted professional learning to utilize explicit instruction to provide student-centered learning and build supportive relationships
- track and monitor the progress of the V3 strategy
- continue the extensive support for students with additional learning, social and emotional needs
- continue the processes of peer observations, coaching and mentoring
- develop an agreed leadership structure that supports effective pedagogy and curriculum and a safe and inclusive learning environment
- build the capacity of the team and curriculum leaders with focused leadership development
- strive for high expectations for all members of the college community
- develop a strategy to build parent engagement in student learning.

2.2.3 Next steps

There is a strong sense of community at Carwatha College P-12 with committed staff and capable students. The college community shows pride in their school and are optimistic about future directions. The development of the next school strategic plan should mark an exciting period for the school to embark on a journey that aims for continuous improvement and embeds the successful practices from the review period 2013 -2016.