



Department of Education and  
Early Childhood Development

# Peer Review Report

Carnegie Primary School

South Eastern Victoria Region

<b>School number:</b>	<b>2897</b>
<b>Principal:</b>	<b>Linda Jones</b>
<b>School Council President:</b>	<b>Susan Harper</b>
<b>Review Company:</b>	<b>RADII P/L</b>
<b>Accredited School Reviewer:</b>	<b>Lyn Watts</b>
<b>Peers:</b>	<b>Peter Gray</b> – Principal, Caulfield Primary School  <b>Sheereen Kindler</b> – Principal, Glen Eira Secondary College
<b>Date of Review Meeting:</b>	<b>August 07 2014</b>

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## 1. Executive Summary

Carnegie Primary School is, indeed, a high performing school. The school has undertaken comprehensive transformation of arrangements for learning and teaching across the school. Already a school which demonstrated high quality pastoral care for its students, in addition to strong connections with its community, the school's work over the past period of the review has heralded a pressing and strategic focus on student learning. The school has developed inspirational learning environments where students have come to value and own their learning. The celebration of student success is paramount in all school activities and evidence of this is clearly visible throughout the school.

Carnegie Primary School can celebrate some real success in student achievement, with NAPLAN outcomes in Literacy and Numeracy at both Years 3 and 5 registering well above State levels. These results have been consistently high from 2010 to 2013. It is noteworthy, however, that the school's performance against Year 3 NAPLAN continues at a higher level than at Year 5 in both Literacy and Numeracy. The school recognises that the growth in students between Years 3 and 5 is a concern and, further has identified that, while growth for underachieving students is very good, growth for high performing students is a concern.

Carnegie has gradually put in place 'best practice' Literacy and Numeracy programs over the past four years with the guidance of a range of external consultants. It must be acknowledged that the staff at Carnegie Primary School have been outstanding in their willingness to learn new skills. This positive attitude to change is a reflection of the commitment of teachers to meeting the needs of their students. All staff strive to achieve continuous improvement within the school and the students are their prime focus. This is, undoubtedly, a 'student-centred' school.

There is a sense of calm across the school, behaviour is good, grounds are well presented, and students are in uniform and keen to talk about their learning journey. Student surveys and panel discussions indicate that Carnegie Primary provides a wide range of strategies to benefit the wellbeing of all students. The school has identified the specific needs of boys in Literacy and students from non-English speaking backgrounds and is working to develop classrooms and programs which address these needs. Review panel discussions focused on the success of Carnegie's behaviour management programs which serve to ensure a safe and orderly environment for all students. Teacher and student views on classroom behaviour were discussed in the context of the review, with consistency in the application of the school's wellbeing and student management policies, being a positive feature.

Carnegie Primary School provides a wide variety of extra curricula activities which further engage students and provide for the many talents within the school. Student voice is very strong. Students are actively encouraged to aspire to leadership positions, become involved in lesson delivery and fully engage in school life. The review panel saw evidence of the calibre of student leaders, who capably critiqued the school's curriculum and organisation.

The school's principal team is exemplary, having created a strong sense of belonging among staff and students. Carnegie Primary is now a school of choice within the local community. Staff morale is high and is demonstrated by the energy, pride, passion and enthusiasm of staff within the school. Students indicate a strong respect for their teachers and relationships between students are very positive.

A more distributed model of leadership has now been developed in the school so that key leaders meet regularly and are trained in the 'best practice' programs they will lead. Carnegie Primary believes that building dynamic teams across the school, where teachers plan and teach collegiately is the key to introducing and sustaining new practice. As the school has progressed towards open plan design, it has obviously been important for teachers to accept the de-privatising of their classrooms. For the most part, the school does maximise these opportunities and some real synergies are evident in teams across the school. Building the leadership capacity of all teachers across the school is recognised as being paramount to future success. The new planning period will require all leaders to be able to clearly articulate the school pedagogy, and continue to link this to high expectations, as the school continues its journey of improvement.

The school council plays a lead planning role and is kept well informed of the school strategic direction. Responses to parent surveys endorse the work of the school. Parents believe that the school is well led and well resourced. It is clear that the resourcing of programs has a clear and direct focus on improving student learning.

To assist Carnegie Primary to move from being *a good school to a great school*, the following key strategies are offered by the panel for consideration-

- Further develop the consistent, contemporary approach to learning and teaching, which seeks to individualise, personalise and differentiate student learning.
- Ensure all students are engaged in learning by embedding 'best practice' programs in Literacy and Numeracy. Continue work in Oral Language, Café Reading, Writers Notebook and 'Hands On' Problem Solving. In doing this, ensure relevance of curriculum delivery so that it challenges students to problem solve, use technology, work in teams and be able to self-assess.
- Continue to develop the individual and collective leadership capacity of staff, and the concept of teaching teams as the primary units of change within the school.

The School Self Evaluation (SSE), presented to the panel provides the reader with a thorough analysis of what is happening at the school and a high level of awareness of future needs. The SSE and presentations made by the Principal, School Council President, Principal class peers and reviewer at the panel meeting should be read in conjunction with this report.

The reviewer wishes to express gratitude to the school for the professional approach to the review process, its flexibility in arrangements and the warmth and hospitality shown during visits to the school.

## Context

Carnegie Primary School was established in 1888 and is located at the intersection of Glenhuntly Rd and Truganini Rd, Carnegie, in the city of Glen Eira.

Enrolments have increased significantly from 350 in 2010 to just over 500 students in 2014. In 2010 the School Council applied for the establishment of a neighbourhood boundary to enable enrolments to be contained. Of the 506 students enrolled in the school, 121 are from a Language Background Other Than English (LBOTE). The school's 372 families include 22 different cultural backgrounds, of which, approximately 40 families receiving EMA. The school's SFO score is 0.3060 (State Median-0.5175). The ICSEA score, which rates socio-economic advantage in NAPLAN, is 1125.

Steadily increasing enrolments have allowed the school considerable flexibility in both staffing and curriculum, with these well complemented by the provision of excellent facilities. A computer room, art room, and multi-purpose hall have been enhanced by the opening of a new six classroom learning centre and the recent refurbishment of the office area and upstairs classrooms. The school is concerned, however, that further increase in enrolments will become problematic in terms of learning spaces for additional classes. The school has developed an extensive Master plan, but this remains unfunded at present time.

Over the period of the review, there has been a significant change in the staffing profile. The staff currently consists of a Principal, Assistant Principal, 26.85 teachers, and 7.3 education support officers. A number of teachers, new to the school, are in the Graduate range. The school has a strong commitment to building the capacity of all teachers and therefore employs two Learning and Teaching coaches who also work as leaders in the school, in order to ensure the seamless transition of learning across the school.

The school is committed to the development of whole-school contemporary teaching and learning practices, where teachers plan and teach as collegiate teams and where children can interact positively in a safe, respectful and cooperative atmosphere. The school wants to challenge students to be reflective and independent learners so that they realise their full potential. While celebrating high student learning achievements, all staff are committed to conducting programs and activities that meet high expectations for student wellbeing and connectedness to school. Specialist programs are offered for all students in physical education, the arts, ICT and Italian LOTE. The school also offers Choir and an instrumental music program where musicians play regularly at school functions and community events. The school conducts an art show and an artist-in-residence program, providing all children with opportunities to shine. The school's camping program and interschool sport for years 3 to 6 students and whole-school swimming program are all highly valued by students.

Parents assist with many activities within the school curriculum including reading, writing, physical education, and excursions. They are also involved as members of School Council and the PFA. A hallmark of work at the school is the manner in which staff work in cooperative partnerships with each other, the children and their parents. Communication between home and school is achieved via

fortnightly newsletters, class newsletters, parent information sessions, a mobile device application, the school website, parent courses and surveys. Student led parent/teacher interviews and student progress reports are a vital part of monitoring and developing each child's progress as they transition through the school.

The past four years has provided an opportunity for the school to fully develop a whole school approach to curriculum, pedagogy, student engagement and wellbeing. Technological influences have greatly impacted on school programs with the installation of interactive whiteboards in every classroom, a computer ratio of 1:3, and 90 ipads across the school. The school organisation is now firmly directed towards continuous improvement in all its forms. Staff strive to engage students in programs and activities that add value to the education process and its outcomes. Carnegie staff are proud of their students and rewarded by their achievements.

## Terms of Reference

### Aim / purpose

Further develop the high expectations for all students with a specific focus on students deemed to be achieving within the accepted ranges and be able to demonstrate improved learning achievement for all students.

### Specific foci:

- Contemporary approach to learning and teaching: individualised, personalised and differentiated student learning.
- Student engagement in learning: 'Best practice' programs in Literacy and Numeracy.
- Individual and collective leadership capacity of staff, and the concept of collegiate teaching teams as the primary units of change within the school.

### Methodology

**Table 1: Timeline for the review**

Date	Activity	Resources	Action officer
Term One	Briefing to staff on upcoming review	Principal and staff	Principal
Term Two	Preliminary meeting between principal and reviewer	Principal, Reviewer	Principal
July 20 2014	Meeting with principal class and Teaching and Learning Common Group, tour of school, completion of terms of reference and VRQA Registration requirements checklist	PCOs, leading teachers and other leaders	Principal/Reviewer
August 07 2014	Review panel meeting day	PCOs, Reviewer, Peers, School Advisor, Teaching Learning Planning Group, students, Council President	Principal
August 25 2014	Presentation to staff	All staff	Principal/Reviewer
August 25 2014	Presentation to School Council	All School Council	Principal/Reviewer
	Submission of report		Principal/Reviewer

# Agenda : Carnegie Primary School Peer Review

Thursday August 07 2014

Time	Activities	Attendees
9.00 – 9.15	<ul style="list-style-type: none"> <li>• <b>Introduction and Overview of the day</b></li> </ul>	Principal: Linda Jones Assistant Principal: Michael McCarthy
9.15 – 9.30	<ul style="list-style-type: none"> <li>• <b>Meet with School Captains – Kara, Henry, Mia and Charlie</b></li> </ul>	Reviewer: Lyn Watts
9:30 – 10:30  What's happening now?	<ul style="list-style-type: none"> <li>• <b>School Tour</b></li> </ul> <p><b>Key findings &amp; views from the perspective of:</b></p> <ul style="list-style-type: none"> <li>• The School</li> <li>• Students</li> <li>• Region</li> <li>• Peers</li> <li>• Reviewer</li> </ul>	Peer Principals Peter Gray - Principal Caulfield Primary Sheereen Kindler - Principal Glen Eira Secondary  School Advisor: Cheryl Chapple
<b>10:30 -11:00 Morning Tea</b>		
11:00 -12:30  What we need to improve – key issues.	<p><b>Things to do less of, more of or significantly improve in terms of:</b></p> <ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Wellbeing data</li> <li>• Engagement data</li> <li>• Resource discussion</li> </ul>	As above  Staff: Cheryl Laing – P to 2 Leader/Coach Amanda Dowsett – 3 to 6 Leader/Coach Liz Harley – 5/6 Team & Wellbeing Leader Marcus Champion – PE/Sport teacher & focus on Engagement aspect
<b>12:30 -1:00 Lunch</b>		
1:00 – 2:30  How we are going to improve?	<p><b>Strategies for improvement</b></p> <ul style="list-style-type: none"> <li>• Student achievement</li> <li>• Engagement</li> <li>• Wellbeing</li> <li>• Productivity</li> </ul>	As above  School Council President: Susan Harper  Staff: Cheryl Laing – P to 2 Leader/Coach Amanda Dowsett – 3 to 6 Leader/Coach Josh Acklom – ICT Leader (1 till 2pm)
2:30 - 3:00	<ul style="list-style-type: none"> <li>• <b>Next steps – school strategic plan</b></li> <li>• <b>Conclusion</b></li> </ul>	Principal: Linda Jones Assistant Principal: Michael McCarthy Reviewer: Lyn Watts Peer Principals: Peter Gray - Principal Caulfield Primary Sheereen Kindler - Principal Glen Eira Secondary School Advisor: Cheryl Chapple School Council President : Susan Harper Staff: Amanda Dowsett & Cheryl Laing



## 2. Evaluation of Performance

Achievement	Panel view of school performance	Panel Recommendations on how to improve
<p>Schools analyse both absolute achievement and the extent to which achievement growth has been supported. A view of student achievement that is broader than literacy and numeracy is expected. Evidence available through the school information portal such as NAPLAN, teacher judgements, VCE or other school-based qualitative assessments inform a school's analysis of student achievement.</p>	<p>The school's goal for the past period was :</p> <p><i>To improve learning outcomes for students in Years 3 to 6, ensuring individual needs, abilities and talents are fostered and developed</i></p> <p>The school achieved all three set targets</p> <ol style="list-style-type: none"> <li>At least 35% of all students deemed capable to be rated A or B in VELs teacher judgements in both English and Maths - achieved</li> <li>Percentage of students in years 3 &amp; 5 achieving at or above expected level in the National Assessment of both literacy and numeracy to be 95% or greater <ul style="list-style-type: none"> <li>Against the 2010-2013 NAPLAN, the school performs well above State levels in all aspects of Literacy and Numeracy, with 96% - 100% students in years 3 &amp; 5 achieving at or above expected level in NAPLAN.</li> <li>The school has identified that ensuring the growth of all students is an area for development in the next period.</li> </ul> </li> <li>Student responses in the Teaching and Learning variables of the Attitudes to School Survey to be at or above 4.50 - achieved</li> </ol> <p>The school has been highly successful in enhancing the capacity of teachers to implement a cohesive, school wide approach to teaching and learning. The panel commended the school's strategically planned professional learning program which has supported teaching teams to develop and implement more contemporary, and differentiated approaches to learning and teaching.</p> <p>Teams of teachers working in flexible open space learning has created a great sense of collaboration between teachers</p> <ul style="list-style-type: none"> <li>Teams are becoming more effective. Empowerment and ownership within the teams is developing and team meetings are becoming better structured.</li> <li>Building capacity of all staff is a priority, especially skilling leaders to lead. Professional learning opportunities are provided on a whole school basis to address school and individual needs.</li> <li>Ongoing feedback and support for teachers via the school's highly successful Coaching program</li> </ul>	<p>The school recognises that Literacy and Numeracy improvement for all students should continue to be a significant focus in the next period. A particular focus on building teacher confidence in teaching and assessing Maths Measurement, Chance and Data.</p> <p>The strategies and actions from the School Self Evaluation Report (p9-10) are endorsed by the panel.</p> <p>The school intends to:</p> <ul style="list-style-type: none"> <li>Further develop a clear whole school vision for Contemporary pedagogy (focussed on individualised, personalised and differentiated learning) which is evident and consistent in classrooms across the school</li> <li>Complete whole school AusVELS compliant scope and sequence documentation</li> <li>Extend the use of technology as a teaching tool</li> <li>Develop a cohesive professional learning program, which is: <ul style="list-style-type: none"> <li>strategically planned and staged</li> <li>actively implemented in classrooms</li> <li>and informed by expert consultancy</li> </ul> </li> <li>Continue to utilise School teams as the primary units of change with in the school, working collegiately to engage in priority work and priorities</li> <li>Continue to build the capacity of leaders to improve learning outcomes.</li> <li>Ensure assessment strategies accurately measure the achievement levels, and growth, of all students. <ul style="list-style-type: none"> <li>Use this data to provide differentiated learning for students.</li> <li>Further develop the capacity of staff to use data to inform all aspect of teaching and learning from school wide, cohort and individual student perspectives.</li> <li>Enable ease of access to student achievement records for staff, students and parents and use this to create an improved sense of openness and ownership of learning.</li> </ul> </li> </ul>

**The school has introduced a range of 'best practice' programs and practices from 2010 to 2013:**

- Development of whole school planning documentation
- Introduction of Café reading in 2013
- Introduction of 'Words Their Way' in 2011
- P to 6 Maths planner and Writing genre planner introduced in 2013
- Training of ES officers to support new initiatives

**Student Voice has been a clear focus:**

- Teachers regularly seeking feedback from students to evaluate their attitude to school using a number of survey tools and responding to areas of need
- Students being actively involved in the setting of individual and team learning goals
- Student led parent –teacher conferences have been developed over the past four years.

**Targeting of significant school resources towards improvement in student learning**

**Assessment practices strengthened so that data is used to inform planning, curriculum and differentiated teaching**

- Improved assessment practices enable staff to better track student and cohort performance.
- Technology to support record keeping and curriculum planning
- Staff knowledge of data to track students and inform program design has improved.
- There are a wide range of opportunities provided to parents to inform them of school direction and programs

- **Resourcing will be directed towards improving school programs and provision.** Support staff and additional teaching staff will be directed towards improving differentiation of the curriculum across grades, year levels, specific cohorts and individuals.
- **Induction programs provided for new and returning staff as well as those moving to new roles to ensure comprehensive knowledge of curriculum, processes, student needs and data at CPS.**

**SUGGESTED TARGETS**

- **Carnegie Primary School aims to develop and enhance the capacity of students to become confident, independent learners.**
- **There is a strong commitment for all students to achieve one or more years of growth in one year in all areas of learning.**
- **The school has developed pre and post assessment structures which report annual student learning.**
- **Measure growth in the following manner –**
  - High – more than one year of growth
  - Medium – one year of growth
  - Low – less than one year of growth
- **Targets to be set using NAPLAN Relative Learning Growth data.**
- **The school also wishes to achieve improved student learning in Literacy and Numeracy- particularly at Year 5 NAPLAN.**
- **To address the increased proportion of EAL Prep students enrolling with oral language needs, the school will need to:**
- **Measure learning growth in Speaking and Listening in years P-2**

Engagement	Panel view of school performance	Panel Recommendations on how to improve
<p>Students who feel connected to and engaged in school often have better outcomes. Schools analyse how motivated and actively involved students are in their learning by using measures such as attendance, participation rates in NAPLAN, successful year 12 completion rates and entrance into further education and training. Schools can examine the effectiveness of the curriculum including extra curriculum activities in engaging students in school.</p>	<p>The school's goal for the past period was :</p> <p><b>To further develop students' personal and social learning</b></p> <p>The school achieved both set targets</p> <ul style="list-style-type: none"> <li>• Student responses in Wellbeing variables of the Attitudes to School Survey to be at or above 6.00 - Achieved</li> <li>• Parent responses in the Student Engagement section of the Parent Opinion Survey to be 6.00 or above - Achieved</li> </ul> <p>The school has been highly successful in strengthening students' knowledge, skills and behaviours in personal and social learning. Students in the review forum listed a comprehensive range of everyday and extracurricular programs the school offers.</p> <ul style="list-style-type: none"> <li>• Student Connectedness is built via Lunchtime Sustainability, Choir, Chess Club, Lunchtime Library, Indoor Games and our Instrumental Music Program provide an excellent platform for our children to achieve</li> <li>• Student empowerment is built via Inquiry based learning which continues to provide pathways for personalised learning and hence the engagement of students in areas of their interest and individual investigations where students are able to connect to the real world.</li> <li>• Increased use of ICT as a learning tool and hence engagement of students. Over the last three years there has been a major focus on the provision of resources but more importantly the pedagogically appropriate use of ICT.</li> <li>• Social Emotional Learning (SEL) begins in the first few weeks of each year via the 'Start Up' program. This sets the tone for the year ahead, with the establishment of a positive learning environment where each child feels valued.</li> <li>• You Can Do It' is implemented successfully in years Prep to 2 with other social skills program also utilised in years 3-6.</li> <li>• Development of a Student Wellbeing leadership position in 2011 and this staff member's involvement in the SaGE Wellbeing Portfolio group.</li> </ul>	<p>The school recognises that <b>Student Wellbeing</b> is a key factor in student learning, and indeed, closely connected to Student Behaviour.</p> <p>The strategies and actions from the School Self Evaluation Report (p11-12) are endorsed by the panel.</p> <p>The school will continue to focus on three aspects of engagement</p> <ol style="list-style-type: none"> <li>1. <b>Affective Engagement</b> is addressed via the quality of relationships established between teachers and their students and with students and their peers – This is an outstanding feature of the school</li> <li>2. <b>Behavioural Engagement is addressed by teachers catering for a range of student learning styles</b> <ul style="list-style-type: none"> <li>• The school will continue to provide a range of ICT across the school as student response thus far has been so positive.</li> <li>• The introduction of AusVELS compliant Science and History units has been commended by students who have been active and engaged via the 'voice and choice' options provided.</li> </ul> </li> <li>3. <b>Cognitive Engagement occurs when students know that learning tasks are within their Zone of Proximal Development.</b> <ul style="list-style-type: none"> <li>• The school will to continue to skill teachers in relation to individualised, personalised and differentiated learning</li> </ul> </li> </ol> <p>The school will continue to develop effective engagement and empowerment via the motto 'Student Voice and Choice'</p> <ul style="list-style-type: none"> <li>• A focus on Clear Learning Intentions, (WALT) Success Criteria, (WILF), Teacher Feedback and Student Goal Setting</li> <li>• Providing a wide-ranging curriculum that is based on student need, is challenging and accurately targeted, along with extracurricular activities that add to this work.</li> </ul> <p>The school will continue to focus on student well-being, by continually reviewing current wellbeing policies, values and behaviour management programs.</p> <ul style="list-style-type: none"> <li>• The school may introduce AusVELS Social Competencies curriculum (General Capabilities)</li> <li>• Investigate and implement the introduction of the 'Bounce Back' program for 3 to 6 students.</li> <li>• Continue Buddies, Start-Up &amp; Step Up programs, lunchtime activities and house points system and activities.</li> </ul>

**Although a work in progress, Student *engagement and empowerment* is now a strength of the school:**

- The school is developing teaching approaches that support student engagement and motivation including an inquiry approach to learning and a focus on ICT and Personalised/Differentiated Learning”.
- Implementation of the E5 model, collaborative learning teams, ongoing professional learning focusing on Teaching and Learning.
- The panel commended the school’s professional learning program which has markedly increased levels of engagement (student survey data), particularly in literacy and numeracy (student forum)
- The panel also commended the introduction of programs which focus on ‘Student Voice and Choice’ such as CAFÉ Reading, Writer’s Notebooks and ‘Hands On’ problem solving.
- The school believes that the use of external consultants to guide and support ‘quality programs’ has been important

**The school has also developed an effective transition program for students coming into, through and from the school**

- The panel commended the school’s work in developing AusVELS compliant scope and sequence documents in Literacy, Numeracy, Science and History, thus enabling seamless transition as students progress through the school.
- A very well received Prep transition program ensures a smooth transition prep students which is enhanced over the year ahead by the Prep/ Year 6 Buddy program.

**Ongoing opportunities for parents to be involved in their child/children’s learning and wellbeing are provided via:**

- Literacy partnerships, Inquiry learning opportunities, portfolio sharing, special days etc.

**The review panel noted that the school is at the heart of its community and commended the school’s commitment to building relationships and fostering learning.**

- Student surveys continuously show high scores in relation to purposeful teaching and learning

**The school will review and develop the transition program for students coming into, through and from the school**

- A focus on positive relationships with the school’s feeder Kindergartens and Secondary schools will minimize transition issues and cater for individual needs.

**Effective resourcing**

- The budget process will continue to be allocated to support student engagement – resources, teacher support staff, ongoing professional learning etc.

**SUGGESTED TARGETS:**

**Carnegie Primary School aims to maintain very high standards of student engagement.**

**• Improvement in student engagement, through:**

- Increased student confidence and independence in learning.
- A stimulating learning environment for students, which includes eLearning opportunities

**• Targets to be generated around school based student surveys re:**

- Student learning in Information and Communications technology.
- Developments in Learning Intentions, Success Criteria, Teacher Feedback and Student Goal Setting

Wellbeing	Panel view of school performance	Panel Recommendations on how to improve
<p>Students need to feel safe at school. Students' health, safety and wellbeing are essential to support learning and development. An inclusive, safe, orderly and stimulating learning environment is critical to sustaining students' positive learning experiences. Schools examine how their wellbeing policies ensure all students can thrive and reach their full potential.</p>	<p>The school's goal for the past period was :</p> <p><b>To equip students with the skills, knowledge and understandings for successful transition entering into school, within primary school and in moving on to secondary school</b></p> <p>The school achieved both set targets</p> <ul style="list-style-type: none"> <li>• <b>Parent satisfaction with the transition programs and school connectedness as reported in the Parent Opinion Survey to be 6.00 or above - achieved</b></li> <li>• <b>Student responses in the Learning Confidence and Connectedness to Peers variables of the Attitudes to School Survey to be at or above 4.50 –achieved</b></li> </ul> <p><b>Positive and responsible student behaviour has become a hallmark of the school.</b> The school has built a learning environment based on positive behaviour, mutual respect and cooperation which features:</p> <ul style="list-style-type: none"> <li>• The guiding values of '<i>Respect for oneself, others and the broader community and environment</i>'</li> <li>• A restorative approach, accepting the person and rejecting the behaviour</li> <li>• Clear Behaviour Management processes. The school is now keen to ensure that these are consistently applied across the school</li> <li>• Individualized behaviour management programs tailored to meet the needs of students where appropriate</li> <li>• Student work and achievements celebrated and showcased.</li> </ul> <p><b>During the school tour, the review panel observed positive and responsible student behaviour</b> in the context of effective, supportive and cooperative learning environments</p> <ul style="list-style-type: none"> <li>• Students in the review forum said that they enjoy an environment where bullying (including cyber bullying), harassment, violence and discrimination is not tolerated.</li> </ul> <p><b>The school's curriculum is sequential and provides for the needs of individuals and groups.</b></p> <ul style="list-style-type: none"> <li>• It includes units on resilience, getting along, persistence, positive choices, bullying, cyber bullying, conflict resolution and leadership.</li> </ul>	<p>The school recognises that <b>Student Engagement and School Connectedness</b> underpin effective learning</p> <p>The strategies and actions from the School Self Evaluation Report (p13-14) are endorsed by the panel. In addition the school will:</p> <p><b>Review approaches to student wellbeing and student behaviour</b></p> <ul style="list-style-type: none"> <li>• Ensure consistencies in approach to dealing with inappropriate behaviour</li> <li>• Maximize the range of support available to students and their families.</li> </ul> <p><b>Develop Social Emotional Learning curriculum</b></p> <ul style="list-style-type: none"> <li>• Reference AusVELS General Capabilities</li> <li>• Include units on resilience, peer pressure, positive choices, bullying, cyber bullying, e-smart, conflict resolution and leadership.</li> <li>• Consider expanding the Wellbeing program to include a greater emphasis on philosophy, mindfulness, meditation and yoga.</li> <li>• Ensure that curriculum is predictable, relevant, sequential and differentiated.</li> </ul> <p><b>Provide Ongoing professional learning for teaching teams and whole staff focusing on Student Wellbeing including of 'best practice' sharing from within.</b></p> <ul style="list-style-type: none"> <li>• Ensure induction process for staff in areas of wellbeing are provided</li> </ul> <p><b>Provide forums for student voice across the school</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to develop individual talents and leadership.</li> <li>• Continue to develop those extracurricular programs which serve to ensure student connectedness.</li> <li>• Continue to survey students and parents to gauge regular, timely and purposeful feedback to guide practice and programs.</li> </ul> <p><b>Review and develop strategies used to identify students at risk, especially those students who are new to the school.</b></p> <p><b>Continue Transition program, strengthening ties with Carnegie Kinder and Glen Eira Secondary College.</b></p>



**There are many opportunities for strong student voice**

- The school surveys year 1 to 6 students and has developed data to complement Attitude to School survey and POLT data. Results inform future planning, goal setting and PD.

**Strong home/school partnerships have been built via:**

- Parent information nights, 3 way interviews, Parent Helpers program, parent class representatives, school and year level newsletters, emails

**The school has appointed Transition coordinators who oversee the kinder to prep, and year 6 to secondary school transition program for students entering prep and leaving for Secondary College.**

This program :

- Is informed by the Sage Transitions and Pathways portfolio group
- Includes the 'Step Up' program which ensures smooth transition for students with additional needs.
- Involves the orientation of children into their next year's learning space, in term 4 each year
- Provides opportunities for parents to be involved in transitions through information sessions, social events, parent programs and PFA opportunities

**Review and develop communication strategies between the home and school.**

- Provide opportunities for parents to become better informed about the role that they play in their child's education, support services available to them

**SUGGESTED TARGETS**

**Carnegie Primary School aims to build strong student connectedness, confidence and resilience.**

**Targets may be generated around –**

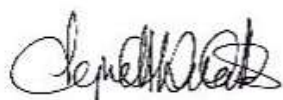
- A school-generated student survey, deployed biennially.
- AusVELS Student Personal and Social learning capabilities
- The number of high-level student behaviour incidents.
- The number of positive student acknowledgements.
- Analyse the student survey to explore gender differences in these

Productivity	Panel view of school performance	Panel Recommendations on how to improve
<p>Careful consideration is required to determine how effectively a school has used its resources - people, time, space, funding, ICT, professional learning, class structures, timetables, individual learning plans and facilities - to support student outcomes. What has been the return on the investment?</p>	<p><b>Over the past period, the school has undertaken a range of Curriculum and Pedagogy audits in order to determine success and areas for improvement.</b></p> <ul style="list-style-type: none"> <li>• Samples of these include: <ul style="list-style-type: none"> <li>•Contemporary Pedagogy Audit</li> <li>•Curriculum Program Audit</li> </ul> </li> <li>• These audits have provided a clear direction for professional learning focussing on contemporary pedagogy that supports and is compliant with the Australian Curriculum.</li> <li>• The school is in the process of developing whole school curriculum documents in order to ensure seamless curriculum in key areas, and better enabling differentiated learning and teaching.</li> </ul> <p><b>Strategically planned Professional Learning program</b></p> <ul style="list-style-type: none"> <li>• There has also been considerable professional learning provided to build the capacity of staff to ensure that the school's teaching and learning programs are of a high standard - engaging and challenging all students. The introduction of any new program is always based on significant educational research.</li> </ul> <p><b>Developing individual and collective leadership capacity</b></p> <ul style="list-style-type: none"> <li>• Targeted participation in a range of leadership programs is helping to build the capacity of emerging leaders.</li> <li>• The school is now well resourced with the resourcing of programs having a clear and direct focus on improving student learning</li> <li>• See "Context" for more comments on school facilities.</li> </ul> <p><b>Human Resourcing - Staffing decisions are based strongly around the building of effective teams as the agents of change.</b></p> <ul style="list-style-type: none"> <li>• Professional learning teams are based on distributive leadership and are reliant on collegiate planning. Each teacher is responsible to his/her professional actions. Teacher accountability is a key focus.</li> <li>• The decision to employ external consultants and Coaches was important in lifting the quality of classroom programs and practices.</li> </ul> <p><b>Physical Resourcing</b> - Construction of our 6 classroom learning centre in 2011 and the refurbishment of our more traditional upstairs classrooms has greatly supported collaboration and flexible use of teaching and learning spaces.</p>	<p>The school recognises that <i>the School Environment</i> serves as the third curriculum.</p> <p><b>The strategies and actions from the School Self Evaluation Report (p15-16) are endorsed by the panel</b></p> <p><b>Key achievements which will need to be continued:</b></p> <ul style="list-style-type: none"> <li>• <b>Development of a comprehensive, strategic professional learning plan</b> with clear focus on contemporary pedagogy and AusVELS compliant Curriculum.</li> <li>• <b>Expert consultancy and coaching</b> in order to provide a mix of instruction and practice coupled with assessment and moderation.</li> <li>• <b>Pre and post testing of learning in Literacy and Numeracy</b> to enable ability grouping of students for differentiated teaching</li> <li>• <b>Cafe Reading</b> is a work in progress but already engagement in Reading is markedly improved</li> <li>• <b>Development of Writers Notebooks</b> with a focus on non-fiction writing</li> <li>• <b>A focus on mathematics</b> which includes daily automatic response activities and a focus on Problem Solving</li> <li>• <b>The completion of a two year Inquiry Learning Plan</b> with balance in the implementation of Primary Connections Science and Discovering History Units.</li> <li>• <b>A focus on the discriminating use of ICT to support learning</b></li> </ul> <p><b>In addition, the school intends to:</b></p> <ul style="list-style-type: none"> <li>• Provide Professional Learning addressing the needs of EAL students</li> <li>• Continue to support the transition from LOTE Italian to LOTE Japanese</li> <li>• Liaise with DEECD re facilities funding in line with CARS report and the school's Master Plan.</li> <li>• Develop an ICT Master plan which consider 'best practice' infrastructure</li> <li>• Further develop team effectiveness and leadership capacity</li> <li>• Focus resources on programs that align with the school's strategic direction of the school</li> <li>• Align staff P&amp;D plans with the strategic direction of the school and build measurable key result areas into these plans.</li> <li>• Further develop links with neighboring schools and other educational providers to maximize learning opportunities for staff and students.</li> <li>• Ensure that funding for facilities and resourcing of programs is in line with the school's strategic direction.</li> </ul>

# VRQA Registration Requirements CARNEGIE PRIMARY SCHOOL

## Summary Statement (To be completed by Accredited Reviewer)

MINIMUM STANDARD		Has the school met the standard?
<b>1. SCHOOL GOVERNANCE STANDARDS</b>		
1.1	Democratic principles	<i>Evidence provided by DEECD – ETR 2006</i>
1.2	Structure	<i>Evidence provided by DEECD – ETR 2006</i>
1.3	Philosophy	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4	Not-for-profit status	<i>Evidence provided by DEECD – ETR 2006</i>
<b>2. ENROLMENT STANDARDS</b>		
2.1	Student enrolment numbers	<i>Evidence provided to DEECD via CASES21</i>
2.2	Enrolment policy ( <b>Specialist and Specific Purpose schools ONLY</b> )	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
2.3	Register of enrolments	<i>Evidence provided to DEECD via CASES21</i>
<b>3. CURRICULUM AND STUDENT LEARNING STANDARDS</b>		
3.1	Curriculum framework	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3.2	Student learning outcomes	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3.3	Monitoring and reporting on students' performance	<i>Evidence provided to DEECD via CASES 21</i>
<b>4. STUDENT WELFARE STANDARDS</b>		
4.1(a)	Care, safety and welfare of students – (i) Student Welfare	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4.1(a)	Care, safety and welfare of students – (ii) Student Safety	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4.1(a)	Care, safety and welfare of students – (iii) Student Care	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4.1(a)	Care, safety and welfare of students – (iv) Additional Evidence	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4.1(b)	Care, safety and welfare of students – Emergency Bushfire Management	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4.2	Student discipline	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4.3	Attendance monitoring	<i>Evidence provided to DEECD via CASES21</i>
4.4	Attendance register	<i>Evidence provided to DEECD via CASES21</i>
<b>5. STAFF EMPLOYMENT STANDARDS</b>		
5.1	Teachers' requirements	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
5.2	Compliance with the <i>Working with Children Act 2005</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>6. SCHOOL INFRASTRUCTURE STANDARDS</b>		
6.1	Buildings, facilities and grounds	<i>Evidence provided to DEECD via Infrastructure Audit</i>
6.2	Educational facilities	<i>Evidence provided to DEECD via Infrastructure Audit</i>
<b>7. OTHER REQUIREMENTS</b>		
7.1	Information about school performance	Yes <input type="checkbox"/> N/A <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>8. STANDARDS FOR SCHOOLS OFFERING A SENIOR SECONDARY QUALIFICATION</b>		
8.1	Student learning outcomes	Yes <input type="checkbox"/> N/A <input checked="" type="checkbox"/> No <input type="checkbox"/>
8.2	Student records and results	Yes <input type="checkbox"/> N/A <input checked="" type="checkbox"/> No <input type="checkbox"/>
8.3	Student welfare	Yes <input type="checkbox"/> N/A <input checked="" type="checkbox"/> No <input type="checkbox"/>
8.4	Teaching and learning	Yes <input type="checkbox"/> N/A <input checked="" type="checkbox"/> No <input type="checkbox"/>



Signature of Reviewer

Name of Reviewer: Lynette D Watts

Date : 08/08/2014