School Review Report

Prepared for
Albany Rise Primary School
Eastern Metropolitan Region
School Improvement Division
Department of Education & Early Childhood Development

2009

- School Number: 5427
- Principal: Helen Freeman
- School Council President: Scott Irving
- Type of Review: Diagnostic
- School Reviewer: Anita Forsyth
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Table of Contents

1.0 Executive Summary ........................................................................................................ 3

2.0 Methodology .................................................................................................................. 7

3.0 School Context .............................................................................................................. 9

4.0 Evaluation of Performance .......................................................................................... 11
  4.1 Student Learning ......................................................................................................... 11
  4.2 Student Pathways and Transitions ............................................................................. 20
  4.3 Student Engagement and Wellbeing .......................................................................... 27

5.0 APPENDIX 1 .................................................................................................................. 34
1.0 Executive Summary

The future for Albany Rise Primary School (Albany Rise PS) is looking positive. The Principal and leadership team are committed to school improvement. This Diagnostic Review has provided the school with the opportunity to think deeply about its strengths, weaknesses, opportunities and challenges and to reflect on achievements so far and what needs to be improved for the future. It has also allowed the school the opportunity to further investigate the pre-conditions for school improvement and to consider the best strategies for achieving and sustaining improvement over time.

The School's Self Evaluation (SSE) report was prepared very thoroughly and in a consultative manner. It thoughtfully analysed the achievements and challenges associated with the previous planning period and provided an outline of the key developments and improvements planned for the next four years.

The school has in place comprehensive specialist and extra-curricular programs, which give every child the opportunity to participate in areas of interest and to develop their talents.

Over the past planning period the school aimed to improve the overall achievement of all students in literacy and numeracy. An analysis of student learning data shows that the school has achieved improvement in some cases but not in others. A significant driver of student learning outcomes is the school’s socioeconomic status (SES), as measured by the Student Family Occupation Index (SFO). In 2008 Albany Rise PS had a SFO index of 0.51 which indicates an average socioeconomic status. This SFO predicts that students at Albany Rise PS should be achieving around State mean levels. The school achievement data show that there are a number of cohorts in literacy and numeracy not reaching the predicted SFO expectation. According to this analysis, as discussed in the review meeting, it is clear that a number of students have the potential to achieve beyond their current achievement levels.

Further analysis of the data, for example the NAPLAN data and Teacher Judgement data, also suggest that in a number of cases, student learning is not tracking as well as expected as students move up through the school.

As discussed in the review meeting, it may be that the school was working across too many areas to focus specific improvement in literacy and numeracy over the past planning period. It was agreed that the goal for student learning for the next strategic planning period will target specific aspects of literacy and numeracy in order to more successfully target resources and professional learning. To support this work it will be important that the school
appoints a leader/coach for literacy and another for numeracy and renews its commitment to teaching two hours of literacy and one hour of numeracy every day.

It was acknowledged in the review panel meeting that teachers have been working hard to improve teaching and learning practices, in particular related to literacy and numeracy, through a range of professional learning activities over the past planning period. However as discussed in the review meeting, the school is yet to develop a whole school and shared approach to teaching and learning and an agreed pedagogy that adopts a common language which is consistently applied in all classrooms. It is believed that this whole school approach is an important pre-condition for improving student learning. This will be a focus for the next planning period.

During the review panel meeting, it was acknowledged that teachers collect a range of student learning data and have started to develop an appreciation of how to use data to inform teaching and learning and differentiated curriculum. The panel agreed that over the next planning period, teachers will require further support to build and enhance their capacity to obtain the most out of the data in order to inform more purposeful, explicit and focussed teaching programs and differentiated curriculum practices that are specifically targeted to the needs of individual students. An important part of supporting the professional learning of teachers will include the use of a coaching and mentoring strategy and more peer observation. Research shows that coaching is a successful adult learning strategy as the coaching is based in the workplace/classroom, focused on the point of need and sustained over time.

While teachers have been working on developing their assessment and moderation practices in their professional learning teams, the review panel acknowledged that as yet Assessment of Reading, Teacher Judgement and the NAPLAN data are not providing a consistent view of learning. As discussed in the SSE and confirmed in the review meeting, in the next planning period, the school will continue to support teacher professional learning in making more consistent judgements and to moderate more effectively.

The processes for promoting positive transitions into the school, through the school and from the school after year 6 have been identified at Albany Rise PS as important priorities for the school. In the SSE and in the review panel meeting, a number of appropriate activities and initiatives were identified and discussed which demonstrated the positive aspects of transition at the school. These included orientation programs for incoming preps and for students transitioning to secondary college(s) and activities to support students as they move up through the school. However as discussed in the review meeting there is room for
further development of transition approaches for students, especially as they move through the school given that learning is not tracking at expected levels for a number of students as they move up through the school. The school recognises that the quality of transition programs is an important way to enhance student learning and so agrees that transition support, particularly through the school, will continue to be strengthened during the next four years.

Over the past planning period, the school set a goal for Student Engagement and Wellbeing which aimed to develop student's connectedness to school. This goal was largely focused on enhancing Student Wellbeing and a range of opinion data suggest that the school has largely had some success in this area. For example, the student's Attitudes to School Survey in 2008 shows significant improvement in Student Morale and School Connectedness variables compared to 2007 results. Students also rate their motivation at high levels in 2008.

School student absence data have drifted up from just below State mean levels in 2006 to just above in 2008. This will continue to be an area for attention into the next planning period.

In discussions during the review panel meeting, it was agreed that for the next planning period there is a need to focus more on Student Engagement in learning as student opinion of their Learning Confidence was rated below State mean levels and staff opinion of Student Motivation had drifted down significantly over the past planning period.

Based on the SSE and on the comprehensive and broad ranging discussions in the review panel meeting, the reviewer recommends the following goals and key improvement strategies for the strategic plan (details concerning targets and suggested actions follow each section of this report).

**Suggested Student Learning Goal:**

To improve student achievement and achieve consistent learning growth through the school in English and Mathematics, particularly in Writing, Speaking & Listening, and Working Mathematically.

**Suggested Key Improvement Strategies:**

- Develop a strong, shared instructional leadership model with the capacity to provide and sustain the school with a clear vision and direction for the future.
• Build and sustain whole school agreement about effective teaching and learning practices for improving outcomes of students in Writing, Speaking & Listening, and Working Mathematically.

• Enhance the capacity of teachers to consistently use data and assessment information to inform planning for personalised learning, explicit teaching and differentiated curriculum.

Suggested Student Pathways and Transitions Goal:

To improve transition programs to ensure optimal learning occurs during each student’s years of schooling.

Suggested Key Improvement Strategies:

• Strengthen the in-school transition processes which track students’ progress.

• Evaluate existing transition practices into and out of the school and implement agreed improvements.

Suggested Student Engagement and Wellbeing Goal:

To provide a student centered, stimulating learning environment which engages students in their learning and builds higher levels of learning confidence.

Suggested Key Improvement Strategies:

• Build and sustain teacher understandings of how to encourage and support students to develop their capacity to be engaged personal learners.

• Implement improvements in the strategies that target levels of absence.

• Involve parents more fully as partners in supporting student learning, engagement and wellbeing.
2.0 **Methodology**

The methodology for informing the Diagnostic Review for Albany Rise Primary School included:

- Initial contact by the reviewer with the Regional Accountability Manager, the Regional Network Leader and the Principal to establish meeting times.

- Meetings with the Regional Network Leader, the school Principal and the reviewer to establish the Terms of Reference for the review and the field work to be undertaken. The following areas were identified for the scope of the review:
  - Student achievement in literacy and numeracy;
  - Student engagement and the teaching and learning culture;
  - Organisational health; and
  - School/community relationships.

- A visit to the school gave the reviewer the opportunity for discussion with the Principal regarding plans for the review and to discuss future directions, to informally meet members of staff and obtain an overview of the school's physical environment and context.

- Following the visit to the school, the reviewer conducted a meeting with the school leadership team to discuss the purpose of the review, to outline the review process and to seek their response to questions related to the terms of reference established for the review.

- A detailed analysis of the school’s documentation. The documentation included a very well prepared School Self Evaluation (SSE), the 2008 School Level Report, the current School Strategic Plan, the 2008 Percentile Report, the 2008 Reading Recovery report, additional NAPLAN data, parent, staff and student opinion survey information, Annual Reports for 2006, 2007 and 2008 and the 2009 Annual Implementation Plan.

**Field Work included:**

- A meeting with the Principal and Assistant Principal to obtain their perspectives of the school.

- A meeting with the school Leadership Team.
• Individual and small group interviews with the regional teaching and learning coach and all teaching and non teaching members of staff to elicit information concerning the scope of the review.

• A meeting with a focus group of parents.

• A meeting with a focus group of students.

• The review meeting was held on 01/09/2009 and was attended by:
  
  Helen Freeman – Principal
  Heather Hopcroft – RNL
  Scott Irving – School Council President
  Steve Richardson – Assistant Principal
  Kerry Marrinon – Staff member
  Trish Johnson – Staff member
  Sue Wilson – Regional Teaching and Learning Coach
  Anita Forsyth - Reviewer

• The review panel considered the findings of the research undertaken by the reviewer with stakeholders and reviewed the school in light of the Effective Schools Framework (see attached discussion questions in Appendix 1). The panel discussed school data and context related to Student Learning, Student Pathways and Transitions and Student Engagement and Wellbeing and considered the factors that enhanced or hindered the school's performance. In the afternoon possible goals and key improvement strategies were explored to inform the new strategic plan.

• A draft report was prepared and sent to the school for comment prior to the final document being completed.

• At separate meetings, the reviewer reported back the findings of the review process to members of staff (15.09.09) and to the School Council (16.09.09).

The reviewer would like to thank the Principal, members of staff, the RNL and the school community for their involvement in and contribution to the review process.
3.0 School Context

Albany Rise Primary School is located in Mulgrave, south east of Melbourne. It is situated in a residential area abounded by Wellington, Police and Springvale Roads. It is the only state primary school in an area that originally supported four state primary schools. A Catholic primary school is currently the only primary school in the near vicinity.

The school enrolment over the 2005-2008 period has slowly declined from 368 in 2005 to 340 in 2008. The prediction is that the enrolment will stabilise around this number. There has been a slight increase in the number of Prep enrolments for 2008 and 2009.

The Student Family Occupation (SFO) density has ranged from 0.54 in 2005 to 0.51 in 2008 which indicates that the socio economic position of families at the school is improving. An SFO of 0.51 predicts that mean levels of student achievement at the school should be similar to State mean levels. There are approximately 50% of students who have a Language Background Other Than English (LBOTE) and currently 41% of families are in receipt of the Educational Maintenance Allowance (EMA).

The school is central to the local pre-schools of Mulgrave Park and Wellington Pre Schools. The school is a member of the Monash network of schools in the Eastern Metropolitan Region. The school presents as an attractive and relatively well resourced learning environment. The grounds of Albany Rise Primary School are gradually being re-developed with replanting of grasses and garden areas by the Facilities Committee of School Council. We have three sets of fixed play equipment, shaded and passive recreation areas. The air-conditioned school buildings provide a wide range of facilities, well designed for modern educational practices and the comprehensive curriculum. The learning environment for students and the work environment for staff, developed from the good physical facilities, are stimulating and conducive to effective learning and teaching. [SSE p. 7]

Straight grades operate in Prep. From Year 1 onwards, students are placed in multi-age classes, combining Years 1 & 2, Years 3 &4 and Years 5 & 6 students.

English and Mathematics programs remain the basis of the school’s curriculum. The curriculum is based on the Victorian Essential Learning Standards (VELS).

Curriculum is developed using an inquiry-based integrated model, which allows teachers to select outcomes from different key learning areas that are linked by a common focus and provide the flexibility for deep investigation of topics and concepts.

Specialist teaching areas include LOTE (Indonesian) Grades 3-6, Studies of Asia Prep-2, Visual Arts, Music and Physical Education.
A Literacy intervention program is also provided. [SSE p. 7]

The school offers a rich range of extra curricula and enrichment programs. These include:

- Inter school/whole school sport;
- Swimming;
- Outdoor Education/camping program;
- Perceptual Motor Program;
- House System;
- Junior School Council;
- Instrumental/recorder groups;
- Junior/Senior Choir;
- Dance Groups; and
- Biannual Whole School Musical Production. [SSE p. 7]

The school has a strong commitment to Student Wellbeing. Across the past planning period a Primary Welfare Officer was employed at the school in a full time position and is now currently employed on a 0.8 time fraction. Behaviour management and discipline practices have been reviewed and redefined as relationship management using a restorative practices approach.

The school has an established Program for Students with Disabilities (PSD). Students on the PSD Program range from Level 1 to Level 3 funding. Learning support staff and an outsourced speech pathologist are employed to assist PSD students.

Parents are active within the school community and participate in the life of the school in a variety of ways including:

- membership of the School Council and its committees;
- assisting in a range of classroom activities;
- joining staff on camps and excursions; and
- assisting with other programs, like the Active After School Sports Program.

There is a strong tradition of student involvement in the decision making of the school through an active Junior School Council, School Captains and House Captains. Students organise Social Service activities as charity fundraising. [SSE p. 8]

The school received Performance & Development School Accreditation in 2008.
4.0 Evaluation of Performance

4.1 Student Learning

What student outcomes was the school trying to achieve?

The Student Learning Goal over the past planning period was:

- To improve the achievement of all students in Literacy and Numeracy.

The associated student learning key improvement strategies were to:

- develop teacher understanding and capacity through the implementation of a Performance and Development Culture and Principles of Learning and Teaching to enhance pedagogy. This was to include the enhancement of literacy and numeracy teaching practices of all staff.

- implement the Victorian Essential Learning Standards whilst retaining a focus on Literacy and Numeracy skills as a key foundation of learning.

Associated targets were to:

- Increase the percentage of students achieving beyond the expected standard across all levels: Speaking and Listening 20%, Reading 25%, Writing 25%, Number 20%, Measurement 20%.

- Increase the percentage of students performing at or above the expected standard to 80% in Reading, Writing, Number and Measurement.

- Improve the alignment between teacher assessments of VELS standards progress and the AIM test outcomes. Aim data for matched cohorts of students in Years 3 and 5 to achieve a minimum full level of growth over the two years.

What student outcomes did the school achieve?

When considering the various data sets used to assess student achievement and taking into account inconsistencies between data sets, it is difficult to state with confidence that an actual improvement in literacy and numeracy outcomes has occurred over the past planning period. Most data sets show that school mean performance is generally meeting predicted SFO expectation in the Early years but that across Years 3 – 6 there are a number of data sets showing that student achievement is not meeting the predicted SFO expectation.

Teacher Judgements of student achievement generally demonstrated a small increase in the percentage of students assessed at or above the expected level in Reading, Writing, Speaking and Listening, Number and Measurement, Chance and Data in 2008. From 2003
to 2007, the Achievement Improvement Monitor (AIM) data for Reading and Number assessments results fluctuated in both Year 3 and 5. However the data for Reading showed a slight trend up in results for Year 3 and Year 5 while for Number the trend was relatively stable for Year 3 while Year 5 results suggested a slight downward trend.

**Assessment of Reading**

Over the past planning period, these results show that:

- there has generally been evidence of the school adding value by the time students reach Year 2 with more than 90% of students reading at the expected level by Year 2. However since 2005 there has been a trend down in the percentage of students judged to be reading at the expected level from 98.3% in 2005 to 90% in 2008. This is reflected in the SFO data which show that students were achieving above SFO expectation in 2005 and 2006 but performance is just in touch with expectation in 2007 and is well below expectation in 2008.

- the Year 1 SFO data show students achieved well above SFO expectation in 2005 but again student achievement trends down over 2006 and 2007 to be below SFO expectation in 2008.

- Prep performance has been strong in 2005-2007 with achievement equaling or exceeding SFO expectation. In 2008 the achievement was still in touch with SFO expectation but results had trended down significantly. The school reports that there were a number of students identified at risk and that these students were being provided with extra support in 2009.

**Teacher Judgments**

- Across the review period, the Prep to Year 6 combined data showed the percentage of students assessed at or above the expected level in Speaking and Listening and Measurement, Chance and Data improved marginally while for Reading, Writing and Number the percentages virtually remained the same.

- The combined data indicated in 2008, that there were still relatively large percentages of students judged to be not achieving at expected levels. 13% of students were assessed at below the expected level in Reading, 20% for Writing, 11% for Speaking and Listening, 16% for Number and 13% for Measurement, Chance and Data.

- The combined data indicated that extremely small percentages of students were being assessed at an ‘A’ standard over the review period, although this had increased by 2008. In 2008 11% of students achieved an ‘A’ for Reading, 7% for Writing, 1% for Speaking and Listening, 6% for Number and 4% for Measurement, Chance and Data.
When considering individual year levels:

- Generally across all dimensions of English and Mathematics, high percentages of students were assessed at or above expected levels in the Early years but the percentage of students reaching the expected level declined significantly as students moved up through the school.

- School means for each year level in all dimensions of English and Mathematics were generally around State mean levels and equaled SFO expectation in the Early years but the achievement of Year 3 – 6 students was judged below State mean levels and did not reach predicted SFO expectation.

- Following cohorts across the years, there appeared to be considerable variation in teacher judgements. For example, Year 4 Reading results in 2006 judged students to be achieving at levels in touch with SFO expectation but by 2007 in Year 5 they were judged to be well below SFO expectation. Assuming this was a ‘matched’ cohort, then these judgements seem somewhat inconsistent. As discussed in the review meeting, more work needs to be done to assist teachers to make more consistent judgements and to moderate more accurately.

**NAPLAN - Literacy and Numeracy**

- In 2008 school mean performance was equal to the State mean for Reading, just below for Writing and above for Number for Year 3. However, Year 5 results showed the school mean to be below the State mean for Reading, Writing and Number.

- Results matched or exceeded the predicted SFO expectation in Reading, Writing and Number for Year 3, and for Year 5 were just in touch for Reading but below the predicted SFO for Writing and Number.

- Higher percentages of students are not reaching minimum standards as they move up through the school. For example, 5% of students are performing below the minimum standard in Year 3 Number while 37% of students are performing below the minimum standard in Year 5 Number.

- Large percentages of students are performing two bands ahead of the expected standard (indicative of an ‘A’ standard) which provides a somewhat different view of student learning compared to Teacher Judgement data. For example, in 2008 in Reading in Year 3, 51% of students were assessed at two bands ahead and in Year 5 23% of students and in Number in Year 3, 54% were assessed at two bands ahead and in Year 5, 16% of students.
In summary

- Teacher Judgement data indicated that there was a small improvement evident in the percentage of students assessed at or above the expected level between 2006 and 2008.
- The AIM, NAPLAN and Teacher Judgement data did not provide a consistent picture of student achievement.
- The NAPLAN data indicated more students achieved above expectations than Teacher Judgments indicated.
- Results across all dimensions of English and Mathematics generally matched the predicted SFO expectation in the Early years but across Years 3 – 6 the majority did not match the predicted SFO expected range.
- The percentage of students not reaching expected achievement across all dimensions of English and Mathematics increased as students moved into the upper year levels.
- The 2008 NAPLAN results suggested that Numeracy student achievement is stronger than Literacy achievement in Year 3 but that Literacy achievement is stronger than Numeracy achievement in Year 5.
- 37% of students in Year 5 failed to meet the National Minimum Standard in Number compared to 25% in Reading and 24% in Writing.

Opinion data

The Parent Opinion Survey response rate over the past planning period has ranged from 74% - 87%. Opinion related to the majority of student learning variables has drifted up across this past planning period to be around State mean levels. This includes opinion related to Approachability, Reporting, Learning Focus, Extra Curricula, Homework and Student Motivation. The variables of School Improvement, Teacher Morale and Parent Input also drifted up somewhat but are still below State mean levels while variable opinion related to Stimulating Learning drifted down and is below State mean levels.

Generally this opinion was confirmed in discussions with parents conducted by the reviewer. Parents believe that the school is focused on providing the best learning environment for students and felt that this was especially so for students requiring extra support. They did feel however, that learning at times could be more stimulating and they would like to know more about what is done to ‘stretch’ and ‘challenge’ more able students.

The Staff Opinion Survey response rate over the past planning period has ranged from 90% - 100%. Staff opinion has improved in some cases such as for Role Clarity, Goal
Congruence and Student Orientation but in 2008 this opinion is still below State Primary median levels. However, opinion related to a number of variables including Supportive Leadership, Participative Decision-Making, Professional Interaction, Professional Growth and Student Motivation has slipped and is well below State Primary median levels. This opinion was generally confirmed in interviews conducted by the reviewer with staff during the review.

Student opinion as captured in the student Attitudes to School Survey related to teaching and learning in 2008 shows that students feel motivated to learn but that their opinion related to their Learning Confidence and Teacher Effectiveness is rated around the 25th percentile. Differences also showed up between girls' and boys' opinion and between the opinion of Year 5 & Year 6 which as discussed in the review meeting requires further investigation and understanding.

**Why did the school achieve / not achieve improved student outcomes?**

The well prepared SSE and discussions during the Review meeting indicate a number of factors which have impacted on student learning outcomes across the past planning period. Over the past couple of years, the school has been working on enhancing its organisational health and building a stronger sense of teamwork and collaboration. A project team has been set up and teachers report that this team has had a positive impact on strengthening staff teamwork and professional interactions and on building understandings related to goal congruence. However in interviews with staff there is still a way to go in strengthening their understandings related to role clarity, engagement and learning. As discussed in the review meeting this will be important in enhancing the school's learning community culture into the future.

Teachers report that the professional learning teams that have been set up have enabled more collaboration and that teachers are starting to plan together and share more teaching and learning approaches. However an examination of the student learning data and the opinion data would suggest that there is still a way to go on developing agreement about a school-wide pedagogy which includes shared understandings of differentiated curriculum approaches and explicit teaching. The challenge for the school is to build on the good work begun in professional learning teams to develop more consistency across the whole school in terms of a consistently applied pedagogy, differentiated curriculum approaches and explicit and purposeful teaching. As discussed in the review meeting, this will be a focus for the next strategic planning period.

In interviews with the reviewer, it is clear that the majority of teachers appreciate that they need to keep on learning. However, the reviewer believes there are a small number of
teachers who do not see the need to change and/or to learn more about how to improve student learning; to use data to inform programs and teaching and learning practices and to use ICT as a way of enhancing and engaging student learning. It will be up to the school leadership team to develop strengthened, more rigorous performance appraisal processes and professional learning plans so that all staff share the responsibility of achieving the goals and targets set out in the School Strategic Plan (SSP) and Annual Implementation Plans (AIPs).

The school has a number of initiatives in place to support students identified as at risk of not meeting expected standards. There are also a significant number of students shown to be achieving above expected levels. As discussed in the review meeting, classroom teachers need to be given opportunities to build their understandings of differentiated curriculum and explicit teaching in order to target more specifically individual student learning needs, whether these needs are to assist students to reach expected standards or are about stretching, extending and challenging students to achieve above expectations.

In the SSE and during the review panel meeting, it was acknowledged that teachers have started to develop an appreciation of how to use data to inform teaching and learning. The appointment of a regional teaching and learning coach over 2008-2009 has been assisting in this work. An assessment schedule is in place and a range of data has been collected. As discussed in the review meeting, however, the extent to which the data are analysed and used to inform differentiated curriculum and explicit teaching varies across the school. The panel agreed that for the next strategic plan, all teachers will need to be further supported to build their capacity to use data to inform more purposeful, explicit and focussed teaching programs and differentiated curriculum practices that are specifically targeted to the needs of individual students.

While teachers have been working on developing their assessment and moderation practices through for example building understandings of standards and progression points, the review panel acknowledged that as yet the Teacher Judgement data, the Assessment of Reading data and NAPLAN data is not providing a consistent view of learning. As discussed in the review meeting, in the next planning period, the school will continue to provide professional learning to enhance teacher knowledge and confidence to make more consistent judgements and to moderate more effectively.

The review panel confirmed that it will be important to use the Instructional Leadership model to enhance and support teaching and teachers in achieving the goals and targets in the new SSP. It will also be important to develop a more distributive leadership model, build leadership capacity and involve staff in opportunities for leadership development, such as
through leadership professional learning, opportunities through mentoring and coaching, peer observation and/or access to Teacher Professional Leave.

Rather than working on too many fronts, it was agreed in the panel meeting that the school focus on specific aspects of literacy and numeracy learning over the next planning period so that teacher professional learning and resources can be more specifically targeted and strategies embedded. It was agreed that the school needs to appoint leaders/coaches/mentors of literacy and numeracy. It might be that the external coach leads numeracy and an internal appointment be made to lead literacy. It is important that while the school has the services of an external coach in the school that there is ‘succession planning’ and ‘knowledge transfer’ so that coaching and mentoring of staff into the future is able to be sustained.

How effectively did the school manage its resources to support improved student outcomes?

Significant funds have been allocated to support improved English and Mathematics student learning outcomes. Extensive professional development in literacy and numeracy has been provided. This has included THRASS training for all P-4 teachers, Language Disorder, Literacy Leaders, Comprehension and Spelling with Dianne Snowball and ESL professional development.

Due to the number of students assessed as requiring reading intervention, Reading Recovery was replaced at the beginning of 2006 with an alternative Literacy Intervention program. In 2008 support was increased from one to two teachers, the second teacher has been employed for an additional .4 time fraction. This has continued in 2009.

Over the past planning period, upgrades to computer equipment and associated software have been made in all classrooms and in the computer lab.

A regional teaching and learning coach has been working in the school across 2008-2009.

*Through the utilization of Casual Relief Teacher funds, classroom teachers have been provided with time to learn about and conduct numeracy assessments including The Early Years’ Numeracy Interview, VACC ‘On Demand’ testing and SNMY.* [SSE p. 20]
What can the school do in the future to continue to improve?

The school has outlined a number of areas for improvement in relation to Student Learning in the SSE. Based on these, references to the Regional Network Plan and school data sets and from the research conducted across the review and discussions in the review panel meeting, the reviewer suggests the following goal, targets, strategies and actions.

Suggested Goal: To improve student achievement and achieve consistent learning growth through the school in English and Mathematics, particularly in Writing, Speaking & Listening and Working Mathematically.

Advice in relation to targets for 2013:

Targets could be established around:

- The percentage of students achieving at or above the expected level of learning using three assessment tools. For example: Teacher Judgments, On Demand Testing and NAPLAN data. A specific example for the 2010 AIP might aim: ‘To increase the percentage of students by 5% at and above the expected level (Grade 3 – Band 3 and above, Grade 5 – Band 5 and above) in NAPLAN in Reading, Writing and Numeracy’.

- The improvement of opinion data related to Student Learning. For example staff opinion of Professional Growth and Appraisal & Recognition will be at 80% or better by 2013; parent opinion of Stimulating Learning and Learning Focus will be at 6.0 or better by 2013 and student opinion of Stimulating Learning, Teacher Effectiveness and Learning Confidence will be at the 75th percentile or better by 2013.

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<thead>
<tr>
<th>Suggested Key Improvement Strategies</th>
<th>Suggested Actions</th>
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<tr>
<td>Develop a strong, shared instructional leadership model with the capacity to provide and sustain the school with a clear vision and direction for the future.</td>
<td>Embed a culture of performance, development and learning across the whole school.</td>
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<td>Review in consultation with community stakeholders, the school’s vision, teaching and learning values so the whole school has an understanding of Albany Rise Primary School as a learning community, characterised by high expectations and with a common and agreed approach to teaching, learning and engagement.</td>
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<td>Further develop leadership capacity through access to relevant leadership professional learning, mentoring and coaching, peer observation and Teacher Professional Leave.</td>
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<td>Develop a strategic approach to Professional Learning Planning based on the principles of teamwork, coaching, peer observation and self reflection, incorporating the emerging school, State and Network priorities (such as Literacy and Numeracy, NAPLAN, e5, Instructional Rounds, ICT, Assessment)</td>
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<td>Continue building an innovative ICT environment, to enhance learning, motivation and engagement.</td>
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<td>Build and sustain whole school agreement about effective teaching and learning practices for improving outcomes of students in Writing, Speaking &amp; Listening and Working Mathematically.</td>
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<td>Provide two hours of literacy and one hour of Numeracy instruction every day.</td>
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<td>Exemplary practices for teaching Writing, Speaking &amp; Listening and Working Mathematically will have been investigated and whole school agreement reached about the approaches to be used.</td>
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<td>Ensure classroom observations, weekly planners and staff performance plans reflect the schools goals in this area.</td>
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<td>Enhance the capacity of teachers to consistently use data and assessment information to inform planning for personalised learning, explicit teaching and differentiated curriculum.</td>
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<td>Continue to provide professional learning for teachers in order to build their knowledge and confidence about using data and assessment information for personalised learning, explicit teaching and differentiated curriculum.</td>
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<td>Ensure all school data sets are shared and discussed at leadership, staff and PLT meetings.</td>
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<td>Consistently use the English On Line Interview, On Demand Testing and NAPLAN to track student progress, provide diagnostic information and confirm teacher judgements.</td>
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<td>Develop Personalised Education Plans for all students achieving below benchmarks or above expectations.</td>
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<td>Teacher planning will show direct links between assessment information, explicit and purposeful teaching practice and differentiated curriculum.</td>
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4.2 Student Pathways and Transitions

What student outcomes was the school trying to achieve?

Prior to the planning period 2005-08 Albany Rise PS had a Pre-school-Prep and Year 6-7 transition program in place with staff members designated as coordinators for each program. The aim was to coordinate the programs and processes that successfully prepare students for the transition from pre-school to primary school and from primary to secondary school. The goal for the current planning period was to build on this foundation and stated

*That student ‘Pathways and Transitions’ be recognised across the school as a key element for future planning and implementation, building on current strengths and identifying new points of transition for support.*

The associated key improvement strategy was to:

*Develop our understanding of the connections between transition and student learning: Kindergarten to Prep, Year 6 to Year 7 and between year levels.*

What student outcomes did the school achieve?

The school is aware of the importance of effective transitions in supporting student learning achievement. Over the past planning period, as reported in the panel meeting and in the SSE, the school has worked to develop effective transition programs for Prep entry, in-school across year levels and for exiting Year six students.

Parent opinion related to the Transitions variable as measured in the Parent Opinion Survey trended up over the past planning period to be just below State Primary median levels in 2008. In discussions with parents conducted by the reviewer, parents spoke very positively about the support offered for in-coming Preps and for students transitioning to secondary schools but felt that more support could be provided for students moving across year levels such as from Year 2 to 3 and Year 4 to 5. These transition points, parents believed required students to ‘step up’ in terms of their learning and expectations and some parents felt that more attention therefore could be focused on assisting students to move up through the school.
Why did the school achieve / not achieve improved student outcomes?

The school has implemented an extensive range of transition programs over the past planning period.

Pre-prep – Prep transition

Tours of the school for interested families are advertised and conducted regularly by the Principal and Assistant Principal.

To facilitate the smooth transition from pre-school to school, a gradual introduction to the school program operates in the year prior to commencing Prep. A Pre-school club for preschoolers and their parents commences in Term 1. The Pre-school club includes two sessions per term on a Friday afternoon taken by the Prep teachers. Each session has a theme, for example, Teddy Bears Picnic through which familiarisation with the school and its teachers is the focus.

In Terms 3 and 4, students from the two local kindergartens visit the school and participate in a typical Prep morning. Time is spent socialising with current Prep children in and out of the classroom.

In early December a parent information night is held to explain the routine for the first few weeks of school. Student class placements are shared and questions answered. Following this night all Prep enrolments are encouraged to attend an afternoon with their teacher.

Upon commencement in Prep, a range of practices have been implemented to enhance transition. These include a buddy system, routines are established, familiar activities at the beginning of the school year are implemented, separate playground access and supervision is provided by Prep teachers during recess and lunch. An information night is also held at the beginning of the school year and as well, all parents of Prep students attend an individual meeting with their child’s teacher to share information regarding the physical, social and emotional development of the child.

As a result of these well developed processes and protocols, the school reports that new Prep students generally make a smooth start to their years at school.

In-school transitions

The school has developed a number of processes and protocols to enhance in-school transitions across the past planning period. This includes the following activities:
At the beginning of Term 1, Transition meetings, attended by each classroom teacher, the Primary Welfare Officer and Assistant Principal are held to share information regarding the social, emotional and physical development of each child. The Personalised Learning Plans database and the students with Whole School plans database are utilised in these meetings.

To commence each school year, every level engages in an inquiry unit, ‘Building a Learning Community’. This is in tune with the Restorative Justice philosophy that guides student wellbeing and encourages a ‘democratic’ approach in classrooms. Students are involved in negotiating classroom rules, routines and expectations.

A Making Connections program has been introduced, involving peer observations by teachers. This is expected to encourage better understanding and sharing of classroom practices and expectations across the school.

In Terms 3 and 4 students attend 45 minute transition sessions in the level they will be in for the following year.

During the last week of the year the children spend another 45 minute session with their teacher and class for the next year.

In the last two weeks of Term 4, all teachers participate in transition meetings to collect and share information about their current students and their new students. The School Excel Assessment Schedule and Student Assessment Folders are utilised by each teacher to assist in the knowledge of academic progress.

The panel acknowledged that these activities have been implemented to enhance student learning across year levels but agreed that more needs to be done given that student learning is not tracking as well as expected as students move up through the school. The school is also unsure about how well these activities are implemented and embedded across the school and agreed that teachers are only just developing deeper understandings about how to use data and the school assessment schedule to inform explicit teaching and differentiated curriculum. The panel discussed the need for the school to establish an agreed teaching and learning philosophy so that as students move up through the school, teaching and learning approaches and expectations are complimentary and sequential. The aim is for students at Albany Rise PS to experience a seamless seven year learning journey, not seven, separate one year experiences. This will be a focus in the next strategic planning period.

Year 6-7 transition
The school reports that students generally make the transition to secondary settings satisfactorily. The Level 4 team is committed to supporting students as they transition to
secondary settings. The school implements a number of activities to enhance this transition including:

- An afternoon tea where Year 7 students from the previous year return to Albany Rise PS to provide feedback to Year 5/6 teachers regarding their transition experiences. It was suggested in the review meeting that these students be encouraged to speak with the Year 5 and 6 students to answer their questions directly;
- The Buddies program where each Year 6 student is given a Prep student as their ‘Buddy’. This builds mentoring, responsibility and relationship skills for Year 6 students, thus enhancing their confidence and social skills and providing a positive foundation for students beyond Year 6;
- Students use diaries which encourages them to develop their time management and organisation skills;
- A transition program called ‘Hit the Ground Running’ is coordinated by the Primary Welfare Officer to assist students in the leap to year 7;
- Students participate in an interschool sport program where they experience other school contexts and interact with other students;
- Students attend secondary school orientation days in order to familiarise themselves with the secondary settings. They meet teachers and attend some classes and activities;
- The Level 4 Transition Co-ordinator is an important point of contact for students, parents and staff so that any questions or issues may be followed up and resolved;
- The school is moving towards a negotiated curriculum where students are given choices as to what areas to investigate, how they will go about their work, how they will present their work and who they chose to work with. Once again this fosters independent and responsible learning skills, developing important skills and attributes for life beyond school.

It was agreed in the panel meeting that the school continue to build on the range of effective transition activities that have been developed with the focus to be on in-school transitions in order to enhance student learning across the VELS levels.

**How effectively did the school manage its resources to support improved student outcomes?**

The school effectively allocated resources to support the delivery of its transitions programs. There is strategic allocation of human resources for transition coordination responsibility at
Prep and Year 6 with coordinators selected because of their specific knowledge, experience and interest at Prep and VELS Level 4/Year 6.

Resource allocation, including the employment of casual relief teachers as required, allows time for planning and delivery of the transition programs as well as for staff attending meetings, visiting the pre-schools and secondary settings and producing relevant written materials and information. The school bus provides transport to and from various campuses as required.

In particular, K-Prep transition is supported by current Prep teachers. Effective Prep transitions are supported by providing the Prep coordinator and other Prep teachers with time release to execute the various tasks and implement the various components of the Prep Transition program, such as to visit pre-schools, to meet with pre-school teachers, to collect anecdotal data and to meet and observe the pre-school students.

The school makes modifications to whole-school timetables and processes to support the successful implementation of the activities associated with transition programs including when the pre-schoolers attend orientation activities in the K-Prep transition program and when in Terms 3 and 4 students attend 45 minute transition sessions in the level they will be in the following year.

The Year 6-secondary transition program is supported by current VELS Level 4 teachers. Students experience a range of orientation and transition activities with local secondary colleges. The school provides support staff as required when transition information is to be assembled and mailed out to Year 6 students and families.

Effective use of PSD funds ensures appropriate pathways and smooth transitions for PSD students.

What can the school do in the future to continue to improve?

The school has outlined a number of areas for improvement in relation to Student Transitions and Pathways in the SSE. Based on these, references to the Regional Network Plan and school data sets and from discussions in the review panel meeting, the reviewer suggests the following goal, targets, strategies and actions.

Suggested Goal: To improve transition programs to ensure optimal learning occurs during each student’s years of schooling.

Advice in relation to targets for 2013:

Targets could be established around:
- The learning growth of cohorts and individual students as they move through their years at primary school.
- Continuous Improvement of the Transition variable score on the Parent opinion survey.

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| Strengthen the in-school transition processes which track students' progress. | Develop a more collaborative teaching and learning environment that improves teacher practice through modelling, coaching and peer observation.  
Use individual student data to track and monitor students' learning progress to inform explicit teaching and differentiated curriculum as students move up through the school.  
Continue improving engagement and understanding of the school assessment schedule so that student learning results and progress is more effectively monitored, tracked and regularly discussed.  
Formalise the time and the procedures used by teachers to exchange information about students.  
Ensure teaching and learning approaches used in different year levels is sequential and complimentary.  
Explore the use of digital portfolios as a way to enhance the monitoring and tracking of student progress throughout their schooling. |
| Evaluate existing transition practices into and out of the school and implement agreed improvements. | Develop and document a transition policy including the processes and programs.  
Further improve the quality of liaison and communication between the preschools and the school.  
Enhance links and communication with |
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<th>secondary college(s).</th>
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<td>Target the transition questions on the Parent Opinion Survey for specific review, understanding and improvement as required.</td>
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<tr>
<td>Introduce the collection of data through an annual Prep Transition Survey and Year 6 Exit Survey to develop deeper understandings about the needs of students and parents as they enter and exit the school.</td>
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4.3 Student Engagement and Wellbeing

What student outcomes was the school trying to achieve?

The Student Engagement and Wellbeing Goal for the current strategic planning period was to:

- improve student connectedness to school through the recognition of students' needs, backgrounds, perspectives and interests and their reflection in the learning program.

The associated key improvement strategy was to:

- strengthen the implementation and clarify the process of the School Student Wellbeing and Management Program to foster real input from our students and enhance our understanding of student connectedness to school.

Associated targets included:

- Continuous improvement in Staff Opinion Survey outcomes aiming to be at Primary School benchmarks for the Student Motivation, Student Orientation, Student Decision-Making, Student Misbehaviour, Classroom Misbehaviour and the Effective Discipline Policy variables.

- Continuous improvement in the Parent Opinion Survey outcomes aiming to be at Primary School benchmarks in the Student Behaviour and School Climate components.

- Improved student attendance at each year level, including improved cohort attendance from year to year with overall attendance to be at or better than State mean levels.

What student outcomes did the school achieve?

Average days absent at Albany Rise PS have drifted up a little from 2006. In 2006 the average days absent at 13.3 days were just a little better than the State mean of 13.4 days. In 2007 the average number of days had risen to 13.8 days and in 2008 was at 14.1 days. When considering individual cohort absence, Prep attendance remains below State average levels and there has been a large improvement in the attendance of Year 1 students. However, in 2008 there was a significant deterioration in the number of days absent for Year 6 students. The panel acknowledged that it would be timely to review school attendance policies and practices as part of an overall improved focus on student engagement and learning in the next planning period.
The school aimed to improve student connectedness to school over the past planning period. The 2008 student Attitudes to School Survey suggest that Year 5 and 6 opinion improved significantly in relation to School Connectedness being well below State means in 2006 and 2007 to be at State mean levels in 2008. Generally student opinion of a number of other variables as measured in the student Attitudes to School Survey improved in 2008 compared to 2007. However, as acknowledged in the review meeting, there are areas that need to be a focus for improvement in the next planning period, including improving the extent to which students feel positive about school (Student Distress), their learning (Learning Confidence) and their relationships with their peers (Connectedness to Peers). The school will also investigate the gender differences that have showed up through the survey where generally the opinion of boys is more positive than girls and the differences between the opinion of Year 5 which is generally less positive than Year 6.

It is pleasing to note that staff opinion as measured in the Staff Opinion Survey has generally improved across 2006 – 2008 related to their views of Student Orientation and an Effective Discipline Policy. However, this is not backed up by improvement in their views of Student Misbehaviour and Classroom Misbehaviour which have deteriorated across 2006 – 2008. Staff opinion of Student Motivation has deteriorated significantly across 2006 – 2008 and is well below State Primary median levels. As acknowledged in the panel meeting, this suggests that teachers at Albany Rise PS think students don't want to learn (source: DEECD Handy Guide to the Staff Opinion Survey p. 2). So it will be important in the next planning period to build collective teacher efficacy through the provision of professional learning which builds and sustains teacher understanding of how to encourage and support students to develop their capacity to be engaged and motivated personal learners.

Generally parent opinion as measured in Parent Opinion surveys has improved over 2006 – 2008 with a number of variables around State Primary median levels. This includes opinion of Behaviour Management and Student Motivation. There are a number of variables however opinion remained below State Primary median levels and/or deteriorated in 2008 compared to 2006/7. This includes opinion of Stimulating Learning, Learning Focus, Classroom Behaviour, Connectedness to Peers, School Connectedness.
Why did the school achieve / not achieve improved student outcomes?

The review panel acknowledged that the school has put a great deal of work and effort into improving student engagement and wellbeing over the past planning period and that some positive outcomes have been achieved.

Both the Principal and Assistant Principal have had active roles and a Student Wellbeing Committee meets each fortnight to establish processes and strategies to address individual student needs, inform staff and parents and to meet with students as required. The Committee investigated the establishment of a Student Wellbeing and Management Program which includes a Restorative Practices approach to student wellbeing and behaviour management. A Restorative Practices approach to wellbeing and behaviour is seen as an appropriate philosophical approach for the school community as it emphasises positive behaviours and it is believed that this approach is likely to enhance more positive student morale and wellbeing. While professional development has been provided based on the Restorative Practices approach and a number of teachers are using various strategies including circles, conferences and restorative chats, there is still a way to go in ensuring that processes and practices are fully understood by and communicated to all stakeholders and embedded across the whole school. This work will continue into the next planning period.

A Behaviour Monitor Tracking Program was introduced in 2006 to keep a record of student behaviour outside the classroom. Information was regularly passed onto classroom teachers and behavioural issues communicated to parents. As acknowledged in the SSE and in the panel meeting, this has enhanced communication between stakeholders and the tracking of repeated and serious behaviours which require support and intervention. Part of the program sees the school providing a range of supervised lunchtime activities which gives support to students needing it. Such activities include computer club, library, choir, ball games, thinking group and dance group. The success of this behaviour tracking program the school believes is reflected in the improvement in the Effective Discipline Policy variable of the Staff Opinion Survey and the Parent Opinion Survey also demonstrates an upward trend in Behaviour Management since 2006. This work will continue into the next planning period.

As discussed in the review meeting, relatively low opinion related to Classroom Behaviour by all stakeholders now requires further attention. The school is involved in investigating the Calmer Classrooms approach as one response to this need. However it was also discussed during the panel meeting, that a renewed emphasis on student engagement in learning needs to be a focus for future planning if the school is to strengthen and improve opinion of teachers related to Classroom Behaviour and Student Motivation; of parents related to Class Behaviour and Stimulating Learning and of students related to Learning Confidence. The first
step will be to develop a whole school, shared vision about what student engagement in learning actually means and to develop a list of good learning behaviours that demonstrates students’ engagement in learning. These behaviours need to be made explicit so that expectations are clear and can then be embedded across all classrooms. These good learning behaviours include involving students more consistently in setting personal learning goals, in negotiating curriculum, in self-assessing and in reflecting on their learning. For the future, it will be important to embed the VELS personal learning domain across the whole school; to support teachers in further developing their understandings of ways to engage students in the learning process and to motivate them to achieve their personal best such as through full implementation of the e5 Instructional model. It will also be important to further embrace Information and Communication Technologies (ICT) as a means of personalising student learning and enhancing engagement and motivation.

While the school collects survey opinion of students, staff and parents, discussions in the review panel meeting suggested that the school and teachers are only just starting to think more about how to use this opinion to inform teaching and learning policies, programs and practices. The school agreed that the feedback from the opinion surveys could be shared more with parents, students and staff; that focus groups of parents, students and staff could be set up to explore and understand opinion outcomes more fully and that these focus groups could make recommendations for improvement. This is likely to strengthen the sense of engagement and partnership by all stakeholders in the school and build an even more positive school climate.

In interviews the reviewer conducted with students, students appeared to be very proud of their school and said they generally enjoyed positive relationships with peers and their teachers. However, the students were very vague about whether or not they had filled out any opinion surveys. Students appeared to be unaware of reasons why the surveys might matter or why their opinion counts, knew nothing about survey results nor had any sense that actions followed. If the school wishes to develop a stronger ‘student voice’ and more engaged students who are more actively involved in decision-making, then as discussed in the review meeting, the school will need to work to develop deeper understandings of student opinion surveys, give feedback to students, set up focus groups of students to discuss findings and advise on appropriate actions. This could also be part of the Junior School Council work.
How effectively did the school manage its resources to support the achievement of improved student outcomes?

The allocation of resources to the area of Student Engagement and Wellbeing has been a priority over the past planning period. The school has effectively resourced the programs that are related to student engagement and wellbeing. The school includes a Student Wellbeing Program line in its annual budget for the purchase of specific student wellbeing related programs and materials and the provision of professional development ensuring that all new staff are trained in the core initiatives used in the School.

From 2005-07 the School was allocated funding to employ a Primary Welfare Officer to the time fraction of .8. The School supplemented DEECD funding to create a full time position. In 2008 DEECD funding was reduced to .4 time fraction, the School supplementing this to a .8 position. In 2009, the School is now funding .7 of the .8 position. [SSE p. 25]

School structures include a Student and Engagement Wellbeing Team. This team is led by the School Principal with representatives from each level of the School and the Primary Welfare Officer. This team analyses data which are used to develop strategies for enhancing student engagement and wellbeing across the School.

One of the key responsibilities of the Assistant Principal is Student Engagement and Wellbeing. This has included responsibilities focusing on behaviour management and curriculum development.

In late 2007, the Eastern Metropolitan Region funded Educational Psychologist, Roger Dingle to work within the School through the Leadership Team to develop their leadership skills to engage and empower all staff to improve the culture of the School for all. The major focus of this work has been student engagement and wellbeing through the coordination of a staff project team who have worked with all teachers to develop strategies to improve student behaviour and their own perceptions of the students. [SSE pps. 25 – 26]

The School also utilises a range of resources to support students and families as required such as Network resources including a Guidance Officer, Speech Therapist and other community and government agencies such as Department of Human Services, School Focus Youth Services and Children’s Adolescent Mental Health Services.
What can the school do in the future to continue to improve?

The school has outlined a number of areas for improvement in relation to Student Engagement and Wellbeing in the SSE. Based on these, references to the Regional Network Plan and school data sets and from discussions in the review panel meeting, the reviewer suggests the following goal, targets, strategies and actions.

*Suggested Goal:*

To provide a student centered, stimulating learning environment which engages students in their learning and builds higher levels of learning confidence.

*Advice in relation to targets for 2013:*

Targets could be established around the continuous improvement of the following:

- the percentage of students achieving at or above the expected VELS Personal Learning Domain in years 3 to 6.
- the variable scores in the student Attitudes to School Survey relating to Learning Confidence, Stimulating Learning and Student Motivation.
- the variable scores in the Staff Opinion Survey relating to Student Motivation, Student Decision-Making and Student Orientation.
- the variable scores in the Parent Opinion Survey relating to Student Motivation, Stimulating Learning and Social Skills.

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<td>Include students in the analysis of the <em>Attitudes to School Survey</em> results (or other surveys of their opinion) and the development of action plans to improve their engagement and wellbeing.</td>
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<td>Embed the Personal Learning domain into curriculum planning and teaching practices.</td>
<td>Ensure learning experiences are clearly linked to the purpose of the learning task.</td>
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<td>Ensure teacher planning makes the purpose of learning explicit.</td>
<td>Ensure students can articulate what they are learning and why they are learning.</td>
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Albany Rise Primary School Review Report 2009  Page 32 of 34
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<tr>
<th>Implement improvements in the strategies that target levels of absence.</th>
<th>Embed pedagogies which involve students across all year levels in goal setting, self-assessing and reflecting on their learning. Continue to build the capacity of staff to use ICT and inquiry learning to enrich and differentiate the curriculum and strengthen student engagement in learning. Further enhance student leadership skills and the role of the ‘student voice’ by increasing opportunities for students to participate in decision-making processes and school improvement e.g. Student Action Teams, Junior School Council, enterprise education, authentic assessments, community-based and civics and citizenship projects.</th>
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<td>Review the Student Attendance policy, implementing improvements as appropriate. Continue to implement and embed a range of proactive strategies to promote further improvement in attendance and engage the whole school community in a program of education towards positive attitudes to attendance and punctuality.</td>
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<td>Consider developing a published Parent Engagement policy where the school makes explicit ways the three-way education partnership may be enhanced to support student learning and engagement. Consider introducing student-led, 3-way conferences using digital portfolios. Start with one VELS level at a time. Continue to enhance parent participation in class programs by providing training (e.g. Parents as Tutors) and organising information evenings. Use the school website as a key information source and promotional tool. Involv...</td>
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Knowing what needs to be learned - do we make this learning explicit?
How do we know students have achieved our learning goals?
Do we maximise learning time, that is make every instructional minute count?
Are two hours of literacy and one hour of numeracy instruction guaranteed every day?
Is teaching purposeful, that is do we use data and evidence to inform teaching practice & differentiated curriculum?
How do we know that improvement is occurring?
How will you know if your teaching is highly effective?
Role of E5

Is our moral purpose clear? Is there shared understanding of vision for students and future; what the school stands for; T&L values? Is there evidence of collective teacher efficacy, unity of purpose, consistency of practice, culture of collegiality & collaboration? How do you know stakeholders really implement and practice school vision and values?

Does the school appreciate the need to move from private to public practice?
Does the school use research, school performance data and other evidence to monitor and focus school improvement and effectiveness?
Is there evidence to back up school/staff assessment and reporting regarding student learning?
Do all staff genuinely share the responsibility for the learning, behaviour, engagement, attendance of all students?
Do all staff have professional learning plans? How are these linked to school goals? How are these monitored?
Role for peer observations/feedback, professional learning walks, team teaching, coaching and mentoring.

What evidence do we have that students have achieved: what was intended/above what was intended? Are teaching and learning practices applied consistently across the whole school – what is the teaching and learning model at Albany Rise PS? What is the role of the student in the learning process? Role for e5 model to inform T&L? Role of T&L leader/coach? What does student engagement in learning look like? How seamless is the learning journey for students as they progress through the school?

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