

## 2. Peer Review Report Summary (to be published on school's website)

### Executive Summary

#### 2. 1 School Context

Eltham Primary School is situated in the township of Eltham 24 kms to the north east of Melbourne in the council shire area of Nillumbik. The school is part of the North Western Region of the Department of Education and Training. The school was established in 1856, with the original sandstone school building now housing the administration of the school. The school is positioned in a tranquil leafy setting.

The current enrolment is 412 and predictions suggest this will remain stable in the foreseeable future.

The Student Family Occupation Index (SFO) is .19 and there has been no significant change during the review period.

The school has seen many leadership changes over the strategic period. A new Principal was permanently appointed in Term 3, 2015, and a new Assistant Principal appointed at the beginning of Term 4, 2015. There are 23.7 fulltime teaching staff and 3.8 support staff.

During the period under review Eltham Primary has undergone an extensive building transformation through State Government Capital Works funding and funding provided by the Commonwealth Government, as part of the Building the Education Revolution (BER). The new buildings include learning spaces and a performing arts centre, and are sympathetic to the landscape, combining clever use of space with the heritage the community is keen to preserve. Eltham PS now consists of three main classroom buildings and three relocatable buildings. The refurbished school residence and BER community space and outdoor environment building completed the extensive building program. Flexible learning spaces allow teachers to plan and work collaboratively in professional learning teams.

The school operates in grade levels with no composite classes. This allows for the most effective use of specialists across the school. Specialist programs include Indonesian, Physical Education (PE), Performing Arts and Visual Arts. The school works closely with adjacent Eltham High School to share a language teacher (Indonesian) and access various facilities if needed. The Year 6-7 transition program supports the students as they move from the primary setting to a secondary school. The majority of students move on to Eltham High School. The Year 6 teachers maintain strong links with the Year 7 coordinators and teachers at the high school ensure a smooth transition. During the year, incoming Foundation students and their parents have several opportunities to participate in transition sessions.

The school enjoys active community involvement and local expertise is used to support classroom programs through a volunteer and guest speaker program.

Eltham Primary School is committed to embedding the values of

- RESPECT for ourselves, for each other, for the environment
- EXCELLENCE in our teaching and learning
- LIFE-LONG LEARNING for ourselves and others
- COMPASSION through fun and generosity in our relationships as global citizens.

Eltham Primary offers a safe and supportive environment within a dedicated learning community.

## 2.2 Summary of the School's Performance

### 2.2.1 The School's Performance against the Previous Strategic Plan

The school undertook an extensive Self Evaluation to analyse the school data against the targets that were set in the Strategic Plan, 2012 to 2015. The school has achieved most of the goals although it did not meet all the targets set out in the Plan. Some of the targets were no longer relevant in 2015, such as 'transition' and some staff survey variables. The Review Panel concurred with the self evaluation and was able to ask questions which extended and deepened the understanding of the school's performance. A brief summary follows.

#### **Achievement:**

The school set a goal to improve literacy and numeracy outcomes over four years. NAPLAN data indicates the majority of students at Eltham Primary School are achieving at or above expected standards, particularly in literacy and numeracy. Fewer students than hoped made 'high growth' in NAPLAN between Year 3 and Year 5 but the number of students achieving only minimum standards was successfully reduced to zero at various times over the four years. Teacher judgments, when formally assessing students, appear to be conservative. Most students are judged by teachers to be at the expected level (C) with fewer being credited at higher levels (A and B). In this regard the school did not achieve the target. An electronic data collection, recording ongoing student growth as students move through the learning stages, is not currently available to assist this assessment. The introduction of classroom libraries has been a welcome recent addition in the ongoing endeavour to continuously improve literacy.

#### **Student Engagement and Wellbeing:**

Student Attitudes to School data indicates that students feel connected and safe. The school has been successful in this regard. The 'stimulating learning' variable reached the target in 2014. The number of absences per student is less than the State average. The school is pleased to have achieved this goal.

General satisfaction in the Parent Opinion Survey has been lower than expected. Whilst the school would link constant changes in leadership to this outcome, some parents feel communication between school and home has been poor. It is hoped that the permanent appointment of both a new Principal and Assistant Principal will give new direction and stability to the whole school community.

Classroom behaviour is positive across the school. In line with current research, the wellbeing policy is being updated to reflect the school values and vision and the latest approach to school wide positive behaviour.

The school has implemented a process to ensure the curriculum meets Victorian standards, is challenging and extends all students.

#### **Productivity:**

The school has invested in teachers, buildings and grounds to retain a high quality learning environment. It is well resourced, although some ICT equipment is due for an update.

In summary, it can be concluded that despite leadership instability prior to 2015, the dedication of teachers has ensured students at Eltham Primary School have achieved successful learning outcomes in the period under review 2012 – 2015.