School Review Report for
Belgrave South Primary School
Eastern Metropolitan Region
Region

Policy and Professional Practice Division

School number: 3551
Principal: Fran Luke
School Council President: Steve Bills
Type of Review: Continuous Improvement
School Reviewer: Julie Chandler
Date of Review Meeting at school: 3rd September 2012
Date of this Report (final version): 4th October 2012
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1. Executive Summary

There is a strong sense of optimism for the future at Belgrave South Primary School. One gets the sense of real energy and purpose with enthusiastic children, a genuinely committed leadership team, staff and school community. The school has been undertaking very effective school improvement work in recent years.

The purpose of the school review was to reflect on the school’s achievement over the life of the strategic plan, examine trends and identify areas for continued development. The school has embraced the challenge to identify the next level of school improvement from an informed and considered position.

The student population currently stands at 286 students and this has been decreasing each year from 363 students in 2008. The Student Family Occupation (SFO) density of 0.37 means that there is a relatively high socio-economic status, with only (approximately) 20% of schools in the state having a student population from a higher socio-economic background. The school is generally monocultural with the majority of students born in Australia.

The school is particularly well presented, safe and orderly. There have been continuous upgrades of the facilities and resources over a number of years with the support of the school council and parents. The classrooms are stimulating, bright and purposeful across the school. The school grounds are spacious and include defined active sports areas and passive areas, and a range of playground equipment. There are garden beds, a vegetable patch and many mature trees surrounding the school.

Belgrave South PS has worked throughout the review period to improve student learning and achievement and the results are generally positive but mixed. There has generally been improvement across the board in literacy and numeracy. There are some strong outcomes in reading and a wide spread of student achievement in writing, speaking and listening and numeracy. Significant work has begun in developing a stimulating learning environment where teaching is differentiated and student learning is personalised. Setting challenging goals and providing effective feedback is seen by the school to be the next level of work in improving teaching and learning for both students and teachers. In addition, ensuring that learning is a cohesive journey for students is seen as a priority in the year to year process of transition across the school.

There have also been significant efforts over the period of the review to ensure a whole school approach to student wellbeing, safety and learning. The school has responded to the need to review approaches to student behaviour, to empower and build resilience and positive attitudes in students and build the confidence of teachers. Central to the approach has been the 2010-2012 Student Engagement Policy and the establishment of the school’s 3 E’s (excellence, enthusiasm and equity) and associated agreed mantras. Students have indicated in the 2012 Student Attitudes to School Survey that the teaching and learning programs are stimulating and that they enjoy coming to school. With student attitudes and opinions being positive in 2012, the staff opinion and perceptions of parents would be expected to follow in the future.
There has been determined and focused professional leadership that has been clear on the goals and priorities of the school to improve learning achievement for all students. The leadership team has been relentless in working with teachers and staff to deliver a stimulating learning environment with high expectations of all. Professional learning and support has been integral to the work of the school and there is strong agreement that this work needs to continue. There is a strong sense that building partnerships and enhancing communication between home and school is a priority in the next strategic plan. The school self-evaluation that included a well-attended community meeting as part of the school review process has stimulated input and involvement from families. Promoting the school’s achievements, reaching into the community and improving the school website, are all areas identified for improvement.

Overall, Belgrave South PS can look forward to a very exciting and productive future and improved student learning outcomes. The following recommendations were agreed at the school review and are consistent with the focus of the school’s work.

<table>
<thead>
<tr>
<th>Student Outcome Area</th>
<th>Goals</th>
<th>Key Improvement Strategies</th>
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</thead>
<tbody>
<tr>
<td>Student Learning</td>
<td>To improve literacy and numeracy in student learning across the school.</td>
<td>• Build the capacity of teachers and their effectiveness across the school.</td>
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<td></td>
<td>• Develop an agreed guaranteed and viable school-wide curriculum.</td>
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<td>• Embed a whole school approach to assessment and use of data and evidence to inform practice.</td>
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<td></td>
<td></td>
<td>• Build a culture of accountability and feedback for students and teachers.</td>
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<tr>
<td>Student Engagement and Wellbeing</td>
<td>To improve student wellbeing and engagement across the school for every student.</td>
<td>• Articulate, document and implement a whole school approach to student engagement, learning and well-being.</td>
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<td></td>
<td>• Build teacher effectiveness and efficacy so that they personalise learning for every student.</td>
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<td></td>
<td>• Develop partnerships with parents and the broader community, by improving communication channels and gaining input.</td>
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<tr>
<td>Student Pathways and Transitions</td>
<td>To improve the year to year transition of every student across the school.</td>
<td>• Plan, build and monitor student transition processes and practices across the school. Include using evidence and data.</td>
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</tbody>
</table>
2. Methodology

The reviewer Julie Chandler visited the school on the 21st August 2012 to meet with the principal, Fran Luke, and the assistant principal, Carol Ould, to confirm the arrangements for the review process. A discussion and a tour of the school and site helped set the context for the school’s data. At this meeting, the reviewer received a copy of the following documents:

- School Strategic Plan
- School Self Evaluation (hard copy and e-copy)
- 2011 School Level Report
- Attachment to the SLR, Intake Adjusted Charts (2011)
- Government School Performance Summary 2011
- Full data sets for NAPLAN and school access details.
- ESL program outcomes and PSD student outcomes
- Most recent student survey, complete data set
- Most recent staff and parent opinion surveys, complete data sets
- Most recent Annual Report to the School Community
- 2011 SRP summary
- 2011 and 2012 Annual Implementation Plans

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>21st August 2012</td>
<td>Pre-visit - meeting with principal and introduction to the school. The visit included the collection of data and documentation for the review.</td>
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<tr>
<td>3rd September 2012</td>
<td>The review meeting was held. The following people formed the review panel and attended various sessions throughout the day: Fran Luke - Principal Carol Ould – Assistant Principal Steve Bills - School Council President Jeremy Beard – Regional representative Julie Chandler - Reviewer The following teachers attended during the day: Carla Nimiczeck (literacy, transition and pathways); Marcia Williams, Julie Price (numeracy); Michelle Kidd, Meagan Street (junior school council); Chris Anderson (student engagement and wellbeing); Lynn Bok (transition – pre-school to prep). Students included the Junior School Council members.</td>
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<tr>
<td>12 November 2012</td>
<td>The reviewer will present a summary of the process and the findings to the staff and the school council.</td>
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3. School Context
Belgrave South Primary School is located in the Dandenong Ranges on the outer Eastern rural fringe of Melbourne and students come from the local and surrounding areas. The school has been established for over 100 years and is located in the township. One gets a strong sense of a happy and bright community of students, staff and parents.

The school is particularly well presented, safe and orderly. There have been continuous upgrades of the facilities and resources over a number of years with the support of the school council and parents. The classrooms are stimulating, bright and purposeful across the school. The community is particularly proud of a new Building the Education Revolution (BER) Early Years Centre which was funded by the Federal Government over the review period. It has provided a 21st century, state of the art learning space for junior students.

The school grounds are spacious and include defined active sports areas and passive areas, and a range of playground equipment. There are garden beds, a vegetable patch and many mature trees surrounding the school.

The school has a current enrolment of 286 students and this has been decreasing each year from 363 students in 2008. The Student Family Occupation (SFO) density of 0.37 means that there is a relatively high socio-economic status, with only (approximately) 20% of schools in the state having a student population from a higher socio economic background. The school is generally monocultural. The majority of students are born in Australia and the Language Background Other than English (LBOTE) proportion of students is 0.03. In addition the stability rate is 85%.

The staffing profile in 2012 includes the principal and assistant principal; thirteen class teachers who are supported by ten education support officers (ESO’s). There are specialist classes for all students in physical education and music. The school uses the Victorian Essential Learning Standards (VELS) as the basis of the curriculum and has a strong focus on literacy and numeracy. Students are able to learn musical instruments in school time and the lessons are paid for by parents. In addition the community offers a wide range of after school activities in sport, dance, drama and personal development activities. Japanese LOTE has been offered across the school over the review period through the Assistants to Teachers of Japanese program (ATJ). However, the school reported that the funding support has recently been withdrawn and alternative LOTE options are being explored. Parent helpers and Kids Hope mentors provide additional support and tutoring to students. Access is also provided to the University of NSW examinations and the Gateways Gifted Education Program.

There was a change of leadership of the school at the beginning of the review period and the formation of a new team to lead the improvement of teaching and learning in the school. This has resulted in staffing changes and the building of high expectations for staff and for student learning. There has been a strong focus on student learning, engagement and wellbeing and students at the centre of the decision making in the school.
4. Evaluation of Performance

Student Learning

What student outcomes was the school trying to achieve?

The student learning goal of the school strategic plan 2009-2012 was to promote the achievement of high quality educational outcomes for all students in all areas of the curriculum with a focus on the essential learning disciplines of English and Mathematics. These were to be achieved by a range of strategies that included a strong focus on skilling teachers to ensure differentiated and explicit teaching practices across the school; establishing a whole school approach to assessment, based on an understanding of how students learn in order to deliver accurate, coherent student learning data to better inform planning and teaching; and enhancing the school’s performance and development culture.

What student outcomes did the school achieve?

The student learning goal to enhance student learning across the curriculum with particular emphasis on English and Mathematics development prep to year 6, was achieved at some year levels and not at others.

In reading, the student learning data indicates that student learning from prep to year 4 has been incrementally improving over the review period, and the outcomes are over the state mean and at the SFO expected percentile range. Teacher judgements prep to year 4 have improved and teachers have been more confident to assess students in the A and B categories. However, outcomes in years 5 and 6 reading, according to the judgements of teachers, have generally been well below the state mean and the SFO expected percentile range, and there are increasing numbers of students below the expected levels in reading.

Year 3 and 5 NAPLAN data in reading indicates that student achievement has improved to be over the state mean and within the SFO expected percentile range by 2011. The data demonstrates that there are significant proportions of students achieving in the two top bands in year 3 (51%) and in year 5 (43%). The matched cohort growth in reading 2009-2011 from year 3 to year 5 was strong, (92.4) and well over the state mean growth (73.7).

In writing, teacher judgements prep to year 6 have been up and down over the review period and student learning is at or slightly above the state mean but not within the SFO expected percentile range. Again at years 5 and 6 there are fewer students in the A and B categories and higher percentages of students below the expected levels (D and E).

Year 3 and 5 NAPLAN data in writing indicates that student achievement has remained static over the review period and has been generally below the state mean and the SFO expected percentile range. However, the data demonstrates that there are strong proportions of students achieving in the two top bands in year 3 in 2011 (46%) but not in year 5 (18%) in 2011. The matched cohort growth in writing 2008-2010, from year 3 to year 5, was strong (90.1), and well over the state mean growth (70.9).
Speaking and listening outcomes according to teachers are up and down and have been at or slightly above the state mean over the period of review. Only prep and year 6 were within the SFO expected percentile range in 2011. Teacher judgements were generally not well differentiated.

Numeracy outcomes have improved slightly over the review period but many year levels are just at the state mean and well below the SFO expected percentile range. Teacher judgements, particularly in the early years (prep, year 1 and year 2) are conservative with very little differentiation of student achievement in number and measurement, chance and data. There are high percentages of students assessed as being below the expected level in year 5 (27% in 2011) and year 6 (28% in 2010 and 23% in 2011).

The NAPLAN numeracy outcomes in years 3 and 5 indicate a stronger picture. In 2010, student achievement was above the state mean and well within the SFO expected percentile range in both years 3 and 5. However there was a decline in 2011 and year 3 outcomes were below the state mean and year 5 was above the state but not at the SFO expected level. There were significant proportions of students in the top two NAPLAN bands at both year levels. The matched cohort growth from year 3 to year 5 was strong and well over the state mean in 2008-2010. The school growth in 2010 was 100.8 compared to the state growth of 85.8. However, the growth was below the state mean in 2011 at 72.5 (compared to the state growth of 87.9).

In the Student Attitudes to School Survey the combined variables in the teaching and learning areas (years 5 and 6) were in the third and fourth quartiles of the state in 2011. The year 5 and year 6 data has trended up from 2010 to 2012 and the teaching and learning variables of teacher effectiveness, teacher empathy and stimulating learning have gone from below the 10th percentile (2010) to above the 80th percentile (2012).

The staff opinion surveys have been generally well below the state mean over the review period. In 2011, almost all variables were in the first quartile of the state when compared to all primary schools. In 2011, the teaching and learning variables were the strongest with parent partnerships, metacognition, teacher confidence and student motivation at or above the 30th percentile. However, quality teaching, respect for students and engaging practice were around the 20th percentile. Student management was at the 5th percentile.

The perception of parents in the 2011 parent opinion survey was low and generally all variables were in the bottom quartile of the state. Most of the school climate variables were at or below the 10th percentile and well below the state mean in 2011. The survey outcomes have been below the state mean over the review period and have also trended downwards.

Why did the school achieve/not achieve improved student outcomes? There was a mix of student learning outcomes over the review period. Many of the improvement initiatives are in the early stages of implementation. The priority work of the school to improve student learning has become clearer. There has been a focus on a number of the factors that (current international research strongly indicates) make an effective school.
There has been a strong and focused professional leadership team that has been clear on the work in the school that will improve learning achievement for all students. There has been an emphasis on high expectations of students and teachers, along with an intentional focus on the alignment of the schools values, vision and goals. The school structure has been realigned to enhance teaching and learning. Timetable changes in 2012 to a daily structure of 2 hours plus 2 hours plus 1 hour has provided uninterrupted blocks of time to support quality literacy and numeracy teaching and learning time.

There has been major staff turn-over during the period of the review, with the retirement of the assistant principal in 2010 and six expert teachers in three years. Recruitment of appropriately skilled and talented staff has been a priority with close alignment of their roles and responsibilities to the school goals. Building the capacity of every teacher to be highly effective has therefore been a major priority. Teaching and learning coaches have played an important role in working with teachers to support knowledge and skill development and provide feedback. However, continuity of learning posed some problems as there were a number of personnel changes in coaches over the review period. The leadership team was able to provide support and coaching to teachers, as well as conducting learning walks and providing feedback.

Professional development and learning for staff has focused on developing the team and improving the capacity and practice of every teacher and staff member. The school reported that there are significant variations in teacher practice and student learning outcomes in classrooms across the school. Professional learning has focused on knowledge and strategies for the teaching of literacy (reading, writing, and spelling); numeracy and assessment practices. In addition, the e5 Instructional Model has provided a common language and a basis for explicit practice, setting goals and reflection. It was reported at the review meeting that there has not been a common curriculum tool that all teachers used or were expected to use. The Fountas and Pinnell literacy resources have been adopted to provide an agreed literacy curriculum and common reference points and content knowledge for all staff.

Professional learning teams have been established at each level and team-work has been reported to be developing. The work of the teams has become increasingly aligned to the priorities of the school. Team practices have included planning, monitoring, assessment and moderating student achievement and teams have been expected to oversee the implementation of agreed practices. Research based professional reading has also informed the whole school staff team. The school reports that their next level of work is to build effective teamwork structures. This would include clear team protocols, expectations and accountability of team members.

The use of evidence and data to inform teacher planning has been developing and has become increasingly more focused over the review period. Teachers have increasingly become familiar with the School, Research, Evaluation and Management Services (SREAMS) database and the associated Student Performance Analyser (SPA). However, it was reported that much more needs to
Students presenting with challenging behaviour were reported to have had a significant impact on the school over some of the period of the review. It was reported that there were more than ten students who had major social and emotional needs and the impact of their highly disruptive behaviour was felt across the school and into the community. Accessing appropriate support services through the SSSO network and other support services was reported to be difficult at times, but has since been achieved. The school has now settled and student misbehaviour is minimal.

The decreasing enrolment has meant that the school has had to carefully look at resource allocations. Literacy intervention and support is provided through trained volunteers (ESO staff and volunteer parents) in the Toe by Toe reading support program. Teachers provide a range of specialist curriculum areas.

What can the school do in the future to continue to improve?
The following are recommended for implementation in the new strategic plan and should be read in conjunction with the recommendations in the student wellbeing and engagement and pathways and transitions sections of this report.

<table>
<thead>
<tr>
<th>Goal</th>
<th>To improve literacy and numeracy in student learning across the school.</th>
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<tr>
<td>Targets</td>
<td>XX percent of students at years prep to year 6 to achieve at or above their expected AusVELS level.</td>
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<td>XX percent of students at years 3 and 5 to achieve in the two top NAPLAN bands in literacy and numeracy by 2016.</td>
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<td>Matched cohort growth in NAPLAN in literacy and numeracy to exceed the state growth.</td>
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<tr>
<th>Key Improvement Strategies</th>
<th>Suggested Actions</th>
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<tbody>
<tr>
<td>Build the capacity of teachers and their effectiveness across the school.</td>
<td>Undertake professional learning for every teacher at the school on a regular basis so that they build the skills and confidence for students to self-direct their learning (the gradual release of responsibility model).</td>
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<td></td>
<td>Deepen knowledge of literacy and numeracy teaching and learning for every teacher through professional learning, coaching and team support.</td>
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<td>Implement an agreed approach to instruction and pedagogical practice so that teachers differentiate learning</td>
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<td>Topic</td>
<td>Description</td>
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<td>in every classroom and there is consistency of high quality practice. Embed a whole-school approach to classroom delivery that incorporates research-based instructional practices.</td>
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<tr>
<td>• Build high performing professional learning teams, for teacher collaboration, learning, planning and monitoring at the team and classroom level. Ensure there is alignment with the school priorities and build in explicit accountabilities of every team member.</td>
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<tr>
<td>• Develop an agreed guaranteed and viable school-wide curriculum.</td>
<td>• Audit the current school curriculum against AusVELS ensuring there is alignment.</td>
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<td>• Embed a whole school approach to assessment and use of data and evidence to inform practice.</td>
<td>• Agree and document the essential learning, understandings and student performances in each learning area. Begin with literacy and numeracy and include assessment of, as and for learning.</td>
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<tr>
<td>• Build a culture of accountability and feedback for students and teachers.</td>
<td>• Include the agreed approach to instruction and pedagogical practice and the whole-school approach to classroom delivery.</td>
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<td>• Plan and implement a robust monitoring, evaluation and feedback system for every teacher and staff member.</td>
<td>• Optimise the application of ICTs.</td>
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<td>• Empower students to build self-efficacy, through challenging goals and effective feedback so that learning is personalised (gradual release of responsibility). Ensure student voice in their learning.</td>
<td>• Explore and implement the SPA tool (or similar ICT tool) to track student learning and inform differentiated teaching. Provide targeted professional learning for every staff member in the use of the tool.</td>
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<td>• Ensure there is alignment from the leadership to level teams to class teachers on the priorities of teaching and learning. Agree and clarify the non-negotiable elements of the school's work.</td>
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Student Engagement and Wellbeing

What student outcomes was the school trying to achieve?
The student engagement and wellbeing goal of the school strategic plan 2009-2012 was to improve the levels of engagement of all students in their learning, and develop in each individual a sense of wellbeing and connectedness to school and peers. The outcomes were to be reflected in the Student Attitudes to School Survey results, positive behaviours and learning outcomes.
The goals and targets were to be achieved by implementing a broad range of proactive strategies that focus on the promotion of positive relationships, student resilience, individual wellbeing and engagement in learning.

What student outcomes did the school achieve?
The Student Attitudes to School Survey data improved significantly over the review period. The combined results for both girls and boys in years 5 and 6 in 2012 were mostly in the third and fourth quartiles in the state. The teaching and learning variables of teacher effectiveness, teacher empathy, stimulating learning and student motivation were almost at or above the 80th percentile in 2012. Student wellbeing and connectedness to peers improved to be at or above the 60th percentile. Classroom behaviour and student safety also improved to be well into the second quartile. In the combined year 5 and 6 data in 2010, most variables were at or below the 20th percentile. There was improvement in 2011 and most variables increased to be between the 20th and 30th percentiles.

Staff opinion has been erratic and quite low over the review period. The strongest variables were in the teaching and learning and student behaviour areas in 2011 but these were still below the 50th percentile. Student management was particularly low and was below the 5th percentile when compared against other primary schools in the state. Student behaviour (school) was below the 10th percentile and this outcome was lower than the other two variables of student behaviour (classroom and time) which were both in the 30th percentile.

Parent opinion varied over the review period with a significant decline in 2011, which has generated considerable concern. Parent opinion of student behaviour, including student safety and classroom behaviour declined to be particularly low in 2011. All school mean scores have been below and significantly below the state primary median scores over the three years 2009-2011. A significant number of parent anecdotal comments relate to the lack of resources, communication, student misbehaviour and change.

Student attendance rates are good and the average absence at each year level in 2011 was below the state mean, except in prep. The prep-year 6 school mean was 12 days compared with the state mean of 13.9 days and this was consistent over the period of review. Overall, the attendance rates are near or at the expected SFO percentile range.

Why did the school achieve/not achieve improved student outcomes?
A visitor to the school cannot help but be impressed by the happy and purposeful learning environment at Belgrave South Primary School and it is clear that students enjoy coming to their
school. The reviewer observed warm and respectful relationships between teachers and students, and a stimulating learning environment throughout the school.

There have been significant efforts over the period of the review to ensure a whole school approach to student wellbeing, safety and learning. The school has responded to the need to review approaches to student behaviour, to empower and build resilience and positive attitudes in students and build the confidence of teachers. Central to the approach has been the 2010-2012 Student Engagement Policy and the establishment of the school’s 3 E’s (excellence, enthusiasm and equity) and associated agreed mantras. Significant work has also begun in developing a stimulating learning environment where teaching is differentiated and student learning is personalised. Agreeing to challenging goals and providing effective feedback are seen by the school to be the next level of work in improving teaching and learning for both students and teachers.

The school was one of the first in the local network in 2008 to introduce and train teachers in the ‘Restorative Practices’ approach. This was done in conjunction with the local community and in particular, the police. In addition, a range of social skills programs were introduced to complement the whole school approach and suit the developmental level of students. These included the ‘You Can Do It’ program, ‘Play is the Way’, ‘Circle Time’, ‘Reach Rookys’, and a school buddy program. Opportunities for student voice, student leadership and involvement in decision making were also broadened. The Junior School Council (JSC) representatives are now encouraged to attend school council meetings and report to their fellow students in the school newsletter, in class time, and at school assemblies. There are school captains, literacy and numeracy captains, and a variety of student leadership roles that are given a high profile in the school. Training peer mediators is seen to be the next step in student leadership. There are ‘Keys to Success’ awards presented to students each week and Principal Excellence awards once per term. The purpose is to encourage students to excel both academically and socially.

The school offers extra-curricular activities to extend and engage students. There are activities such as camps, SEPEP (Sport Education and Physical Education Program) opportunities for international travel and the year 6 production.

However, the school experienced acute disruption earlier in the review period due to a number of students with highly challenging behaviours. There was significant work undertaken with the students and their families that stretched the resources of teachers and the school leadership team, the school also worked closely with a range of external support services. The ‘Kids Hope’ mentor program provides a vital resource for the school and there are now a number of ‘at risk’ students receiving weekly mentoring and support from caring adults. The program organises mentors for nominated students and offers them opportunities to meet weekly and undertake a variety of activities. The success of this program cannot be measured formally, but students, staff and families believe it has had a significant impact on the lives and wellbeing of our students. (School SSE page 18).
In addition, there is a school chaplain who has provided high level support to students, parents and staff. The chaplain is seen by the community as an asset in building relationships, strengthening links with outside agencies and providing counselling and support. Parent feedback in the online survey on the role and work of the chaplain was extremely positive.

The school has been proactive in seeking grants to improve the environment. Students have been involved in special projects that have provided additional resources to enrich the learning experiences for all students, such as the community vegetable garden.

Access to ICT and associated programs and software has also been considerably enhanced over the period of review. There are smartboards in every room and seventy netbooks available across the school. The computer laboratory was upgraded and has ensured ICT is an integral part of student learning. Cyber safety teaching and learning has been introduced and remains a priority for on-going learning and development.

In addition, the school has been active in its approach to student attendance. The ‘It's not OK to be away’ and ‘It’s Cool to be at School’ approaches have been embraced and promoted through school activities and newsletters.

Despite the strong focus on student engagement and wellbeing programs and resources over the review period, the school is acutely aware of the varied perceptions of the parents and community. With a diminishing enrolment, human and financial resources have often been stretched. Composite classes have been formed and specialist programs have had to be rationalised. In addition to the enrolment, as change has occurred, a number of teachers have left the school.

The school and council have recently been proactive in setting up an online parent survey, followed by a community meeting. There was a high level of participation and a public meeting was set up in order to inform an action plan and positive way forward. There is a strong sense that the communication between home and school will be significantly enhanced with continuous input and involvement from families. Improving the school website, creating awareness of and promoting the school’s achievements and reaching into the community are all areas identified for improvement.

What can the school do in the future to continue to improve?
The following are suggested for implementation in the new strategic plan and should be read in conjunction with the analysis and recommendations in the student learning and pathways and transitions sections of this report. They include the recommendations of the SSE and the discussions at review.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
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<tr>
<td>To improve student wellbeing and engagement across the school for every student.</td>
<td>• From 2013 to 2016 the means for year 5 and 6 in the student attitudes to school survey to improve to be equal to or better than the 2012 means in selected variables – school</td>
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connectedness, connectedness to peers, classroom behaviour and student safety.

- From 2013 to 2016 the means in the parent survey to improve to be equal to or better than the 2012 means in selected variables.
- From 2013 to 2016 the means in the staff survey to improve to be equal to or better than the 2012 means in selected variables.

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<th>Key Improvement Strategies</th>
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<td>- Articulate, document and implement a whole school approach to student engagement, learning and well-being.</td>
<td>- Investigate a model such as School-Wide Positive Behaviours or the ‘Kids Matter Primary Framework’ as an umbrella to the current practices of Play is the Way, Restorative Practices and the You can do it program. Include cyber-safety.</td>
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<td>- Undertake professional learning for all staff across the school and ensure consistency of practice. Include parent information sessions.</td>
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<td>- Review and develop student leadership across the school by providing and documenting authentic leadership opportunities for students. Include students in the lead group to implement the wellbeing approach.</td>
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<td>- Train student peer mediators.</td>
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<td>- Build teacher effectiveness and efficacy so that they personalise learning for every student.</td>
<td>- Empower students to build self-efficacy, through challenging goals and effective feedback so that learning is personalised (gradual release of responsibility). Ensure student voice in their learning.</td>
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<td>- Develop a communication plan with parent input.</td>
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<td>- Revisit the school vision and values on a regular basis so that they are shared by the school community and underpin the purpose and work of the school.</td>
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Student Pathways and Transitions

What student outcomes was the school trying to achieve?
The goal of the strategic plan 2009 - 2012 was to enhance the transition of students into, within and out of the school in order to realise their full academic and social potential.

The targets for the strategic plan period were:

• Develop parent and student surveys to gain feedback on transitions of students into, out of and within the school.

• Parent satisfaction in the transitions variable to improve to 6.5.

• These outcomes were to be achieved by developing and implementing transition programs specific to the needs of students.

What student outcomes did the school achieve?
It was reported at the review meeting that general feedback from preschools and secondary colleges indicates that the transition programs in and out of the school are effective. The transitions variable in the parent opinion survey has dipped over the review period from a school mean of 5.73 in 2009, which just below the state primary median to a school mean of 5.38 in 2011. This result was well below the state. According to the parent survey, not all parents agree that their children are well supported in their transitions at Belgrave South PS.

Prep students are eager to start their education at Belgrave South and appear very happy to be at school and generally settle well into school life. It was reported at the review meeting that children are well prepared and ready for school. The majority of children who start prep have attended a kinder or pre-school program.

Year 6 to year 7 transition was reported to be successful although there was no evaluation or survey process developed. Year 6 students feed into a number of government and non-government secondary schools.

From year to year the transition for students has some excellent elements to ensure the experience is a smooth one. It was reported that the transition is effective and there is a particular emphasis on students with special needs. However, the school is striving to ensure a coherent learning journey for every student in the planning and delivery of curriculum and the practices to ensure the learning process is a seamless one.

Why did the school achieve/not achieve improved student outcomes?
The smooth start for children beginning their schooling in prep can be attributed to a number of positive factors. Strong links have been established with the local kindergartens, preschools and child-care centres. Teachers meet the children in their pre-school setting and can also exchange information and discuss the needs of individual children.
The prep transition program is comprehensive and provides multiple opportunities for transition into formal schooling. Up to 10 to 12 visits are available for children and their families to become acquainted with the school. The program gradually builds familiarity and consists of school visits, timetabled days at school and parent involvement. The program is flexible and there are additional opportunities for school tours and parent information evenings that provide beneficial information about starting school. These include discussions relating to academic and social issues. The program continues at school with a highly successful buddy program that begins with year 4 students and they move into year 5 as the preps enter school.

The year 6 program for preparation to year 7 is oriented to getting a ‘taste’ of secondary school. The last three years has seen Emerald High School and Upwey High School provide opportunities for students in year 5 and year 6 to experience a little of secondary school life. However, as students feed into a range of secondary schools, students and families are encouraged to attend open days and take advantage of the opportunities offered by a range of secondary settings.

Over the review period, the Dandenong Ranges Network of schools implemented regular meetings between year 6 and year 7 teachers from the government high schools, which have assisted in a smooth transition for students and their families. Teachers have developed strategies to exchange academic and pastoral care information on specific students.

The whole school ‘Jump Up day’ program in December is a planned way of providing a platform for the smooth transition of all students to their next classroom and level of learning. All classes from prep to year 5 spend time with their teacher for the next year, and year 6 students attend their chosen secondary school. Students with individual learning plans are said to be well supported with particular attention given to students with special needs and abilities, including those who are funded through the Program for Students with Disabilities (PSD).

Participants in the review process agree that the next level of work is to expand the transition process from year to year. This would provide teachers with a planned process and extra time at every year level, to collaborate and transfer learning information and data for every student. This would include enhancing the access to data through ICT.

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

The following are suggested for implementation in the new strategic plan and should be read in conjunction with the analysis and recommendations in the student learning and student wellbeing and engagement sections of this report. They include the recommendations of the SSE and the discussions at review.
### Goals

To improve the year to year transition of every student across the school.

### Targets

- Improved parent opinion of the transition processes measured by the DEECD and school-based opinion surveys.
- Improved staff and student opinion of internal transition processes as measured by school-based opinion surveys.

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<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Suggested Actions</th>
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<tr>
<td>Plan, build and monitor student transition processes and practices across the school. Include using evidence and data.</td>
<td>Develop a whole school approach to transition at the end of each school year.</td>
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<td></td>
<td>Focus on building teacher collaboration for structured dialogue and transfer of knowledge of student learning and the intentional use of student achievement and data.</td>
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<td>Further enhance the implementation of the Student Performance Analyser (SPA) to gain a picture of student learning across the school and to plan for individuals and groups. Ensure teachers are confident users of the software.</td>
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<td>Explore and implement the Student Mapping Tool (DEECD) across the school to track all students and so that all teachers can access the information.</td>
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<td>Use the ABLES resource to support students on the PSD program and inform the development of ILP's.</td>
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