Peer Review Report

Terang College 6236
South Western Victoria Region

School number:	6236
Principal:	Peter Lee
School Council President:	Nigel Bruckner
Review Company:	RADI
Accredited School Reviewer:	Darrell Mullins
Peers:	Rohan Keert
	Ken Plummer
Date of Review Meeting:	11 August 2014

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1. Executive Summary

The school and school community of Terang College should be well pleased with the outcomes achieved over the last strategic plan. The school's focus on continual improvement was evident across student achievement, engagement and well being .This can be attributed to a professional and dedicated staff with strong and effective leadership committed to enhancing learning appropriate to student needs in their transitions from the junior school campus to the middle year precinct to the senior campus.

Terang College provided an excellent foundation for learning through P-4 developing an inquiry based learning combined with an emphasis on developing literacy and numeracy skills. The move of years 5 and 6 to the senior campus gave students increased opportunity and flexibility in their learning ensuring a smoother transition to the middle years. The embedding of the tribes philosophy at year 9 gave increased student responsibility for their own learning at the same time encouraged collaborative skills .This program was successful in developing self directed learners making decisions about their own future and with the schools ability to offer a range of options enabled students to   select appropriate pathways through school based apprenticeships, VCAL years 10-12, VET, and VCE. As a result   the school has maintained high retention rates and in 2103 experienced 100% success in students VCE options and successful placements of VCAL students.

Within this positive context and in consideration of the terms of reference the panel identified some improvement areas. In **improving learning outcomes** the NAPLAN data was at or above state means for years 5, 7 and 9 in both Literacy and Numeracy. However year 3 data was below state mean in both domains. While there was clear evidence of value adding with strong cohort growth in years 3 to 5 with the majority of students in the medium to high growth category the notable exception was writing which demonstrated consistently low growth in years 3 – 5 and the trend for lesser performance in writing continued in year 7. It was agreed that the school would focus on the dimensions of Literacy particularly writing Prep -10 and that it would aim to improve Year 3 NAPLAN results to be at or above state mean in the dimensions of Literacy and Numeracy.   As a means to achieve this and other improved learning outcomes, as identified by the college, was the need to make better use data to teach at the point of need and an effective transfer of data as the students move through year levels.

In consideration of performance **against the all studies median -** Terang College's performance in VCE for individual subject areas was consistently at or above state mean and overall the all studies median was at or above state mean. However the panel was in agreement that in developing a culture of high expectations the school continue to target an all studies median of 30. This has been achieved at times in previous years and the school will commit to consistently achieving this target as well have an improving percentage of students above an all studies median of 40 over the next planning period.

 In the development of **programs and strategies to successfully engage their students and to maintain a positive learning environment** - Terang College enjoyed high levels of student engagement and student wellbeing and this is seen as a particular strength of the college although student connectedness to school and peers was not as strong relative to other variables in student survey. However the school had a wide range of programs in place to address this issue. These include inquiry learning in F -4, innovative Year 9 Tribes program, the school wide iPad program and the provision of a most comprehensive and inclusive VCE/ VCAL curriculum. It was agreed the College make use of   timely and explicit feedback to and from students about general performance and outcomes across the school while continuing to focus on learning intentions and success criteria to assist students in their personalized learning. It was also acknowledged while student absences were reduced at most year levels in the middle years absences rate remained high. T he school will continue to monitor absences, in particular unexplained and unauthorised absences and consider implementing alternative technologies to assist in improving student attendance.

The panel recommended the College consider the follow recommendations in developing their strategic plan:

	Panel recommendation

Achievement	To improve literacy and numeracy outcomes P-10 with a particular focus on:
	    o writing
	    o spelling
	    o speaking & listening
	    o applied areas of numeracy
	To maximise achievement and pathways for latter years student -years 10 -12
	
	o To continue a whole College targeted professional development around school priorities
	o To build staff capacity to work collaboratively, to give and receive feedback and in the effective use of data to improve student outcomes.
	o To support staff to differentiate between high achieving students

Engagement	To improve interpersonal and personal development through positive relationships to enhance student engagement in their learning o To promote lifelong learning strategies through the use of independent thinking skills, inquiry process, VCAL, VET, employment o Embed a culture of high expectations for all students o Make effective use of data to inform explicit teaching and teaching at point of need
Wellbeing	To continue to improve student attendance across the College To provide safe, stimulating and supportive environment o Target unexplained absences o Develop strategies to continue to improve attendances for all year levels o Integrate ICT into student learning o Investigate a cloud based school management program (e.g. compass)
Productivity	To allocate resources to fund the new strategic direction of the College To continue to strengthen transitional arrangements to improve enrolments o target professional development of the College priority o resource the College to reflect the areas of point of need o commission a master plan o continue funding ICT focus o maintain school networks to assist with the delivery of the VCE o explore alternative options to deliver VCE o access community resources and service providers

2. Context

Terang College has enjoyed an excellent reputation as a public school. It is situated in Western Victoria some 300 kilometres from Melbourne and has a population of approximately 3200 residents. Nearby towns within about 20-30 kilometres are Camperdown and Cobden, both of which have a government secondary college. Terang College was established as a P-12 school in the mid-1990s and has progressively developed this model of education provision over about the last 20 years.

It has a long tradition of academic excellence and a very broad co-curricular program that fosters the development of the whole person. It was anticipated that in the last year of the strategic plan that student enrolments that were at 370 would decrease dramatically over the next few years. In fact Terang College has defied the trend of other schools in the Corangamite Network and have maintained its numbers to be a very healthy 352 in 2014. This continued strong enrolment represents the excellent programs that the school conducts such as P-4 inquiry learning, the Middle Years Precinct 5-8, and the Later Years 9- 12 which includes the VCE and VCAL programs, school based apprenticeships, VET etc. Over the past four years the school has continued to work on a priority relating to student and staff wellbeing, as successes have been displayed in the survey results .Another aspect which is not always represented in the data is the participation of students in the wider Terang & District Community. Students are polite and hard-working which has led to numerous career opportunities for senior students.

The school has developed structures to support student learning that recognise the developmental needs of young adolescents as they negotiate the stages of schooling. The school has three sub-schools; P-4 Campus Middle School (Years 5-8) and Senior School (Years 9-12) catering for student well-being and learning needs. One of the biggest challenges but most rewarding experiences has been the shift of our Year 5/6 students to the Secondary Campus site. Although the students are still heavily involved with the one significant homeroom teacher they get the opportunity to be involved in other specialist classes such as science, woodwork, funded Stephanie Alexander Kitchen Garden Program and French. This change has also seen a major shift in the culture of the 5-12 campus; play and laughter have been returned to the yard which in turn has seen an increase in student safety and connectedness.

The College provides a comprehensive, challenging, academic curriculum and encourages a strong work ethic. Positive work habits have consistently translated into good VCE results that maximise students' tertiary education options. The final years of schooling are centred on making important decisions about individual strengths, interests and future study and career options. To accommodate this individuality VCE, VCAL, VET and School based Apprenticeships are offered. These pathways allow students to choose subjects that appeal to them and to study options that will benefit them in their life beyond school. The years 5- 10 curriculum is well balanced and is structured with a strong emphasis on the use of learning technologies. The iPad program from Year 5- 10 is a strong part of this. The VCAL program that is offered to students from Yr 10 has been an outstanding success for our College. Students are remaining engaged in meaningful education whilst being involved in projects that benefit themselves, the College and the Community.

The school promotes the all-round personal development and self-esteem of each student. The development of courteous, articulate and thoughtful attitudes is encouraged. A wide range of co-curricular activities is fostered, including music, drama, debating, camps, the house system, sport and Duke of Edinburgh Program.

The School Council expects parents to uphold the goals of the school and encourages their involvement in the educational development of their children. Opportunities are made available for parents to participate in curriculum and school policy development through such groups as the Parents' Association as well as sporting days and excursions.

3. Terms of Reference

Region: South Western Victoria Region
Year/semester of review: Semester 2 2014
Review report due date: 19th August
Review report author: Darrell Mullins – RADII P/L

Aim / purpose

The aim of the Peer Review is to address the school's performance as set out in the Strategic Plan 2010-2013. This will provide insight into Terang College's progress towards improvement targets and provide a foundation for the next level of improvement.

Within this framework after consideration of the school's self-assessment and analysis of school data sets, the Peer Review will address performance related to student achievement, engagement, wellbeing and productivity and the Victorian Registration and Qualifications Authority (VRQA) minimum standards.

Areas of consideration will include desired outcomes, contributing factors, resourcing and future action plans with discussion around the following key issues/questions identified:

Student Achievement

Terang College has undertaken a number of strategies to improve literacy and numeracy outcomes for the whole range of students and to achieve improvement in VCE outcomes. In addition the school focussed on matching achievement levels attained in NAPLAN in the junior school to attain similar levels of achievement in the middle school. A variety of targeted teaching and learning professional learning programs and activities have been undertaken to provide staff with the tools to promote improved student learning outcomes. The College already utilises a variety of data and information to support student learning and inform teaching including; team planning, compulsory and school based assessment tasks.   Further extension and refinement will be undertaken to identify student improvement and areas of development and to provide information on future learning and direction. The College has established programs and procedures to ensure optimum support for students to pursue further education and employment opportunities. While these have achieved excellent results ongoing monitoring and development will ensure continuous improvement.

To what extent has Terang College's teaching and learning practices impacted upon classroom practice and improved learning outcomes?
Do the schools practices successfully use data to inform teaching at student point of need?
How effective has the schools programs and practices been to offer a range of pathways for upper school students?
How successful has the schools practices been to increase the number of student achieving above state benchmarks in VCE all studies median?

Student Engagement

Student engagement will be closely linked with the discussion regarding achievement, as new pedagogies employed were designed to improve both achievement and engagement. These include inquiry learning in P -4, innovative Year 9 program which focuses on developing students' capacity to take responsibility for their own learning in the context of collaborative team approaches and the I Pad program across the schools.
The College and staff are conscious of the need to constantly review and evolve our protocols and structures and in recent years been faced with challenges in this area. These include a changing socio-economic background of families, increased involvement with welfare organisations and increased special needs focus. Ensuring that students and families remain engaged with education will continue to be a high priority.
How effective have the schools strategies been to develop a positive student relationship and to engage students in their learning?

Student Wellbeing

Student wellbeing considers a broad range of strategies, initiatives and programs that have been implemented within the context of students, school, and community. The school has a long history of ensuring a safe, caring and supportive learning environment that targets student wellbeing needs. These include programs to improve student connectedness to school, leadership development and the effectiveness of PLT's which align with improved student welfare outcomes.

How effective has the school been in maintaining a positive learning environment for all students?

Productivity

In order to maximize the effectiveness of school programs within the school's budget: Providing the necessary resources to meet the needs of students, parents and the broader community is an ongoing challenge. With the P-4 Campus and areas of the 5-12 Campus being in need of refurbishment and the possibility of declining enrolments difficult decisions confront the College in the coming years as to the best use of its resources.

How effective has the school been in financial and physical resource allocation to maximise student learning opportunities particularly in the Senior School?

Methodology
The Review will comprise a pre-visit to include negotiation and design of the Terms of Reference, and to view school classrooms and teaching practice.
The review will incorporate input previously gained from the school community for the school self-evaluation from staff members, parents, school council and students.
The principal will chair the review panel, with the reviewer facilitating the preview process. Leadership and teaching staff and the school council president will be present on panel day to provide a broad school perspective. Students and parent will be invited to provide additional input into the process.
Peer principals have been selected for their expertise relevant to Terang College's pedagogy and their knowledge of the educational environment.
Terang has allocated a review budget to cater for the formal processes for a Pre visit and Review day, in addition to budgeting for time release and CRT replacement for the panel day. Additional time has been allocated for consultation with stakeholders and for the presentation of the school self- evaluation as a result of the consultative process. The review day will see draft goals and strategies developed and formalised in a review report for presentation to staff and council prior to Terang College developing the School Strategic Plan.

Table 1: Timeline for the review

Date	Activity	Resources	Action officer
	Briefing to staff on upcoming review Review of specific strategic plan strategies	DEECD documentation, Strategic Plan, AIP, Naplan !0-12 Data	Peter Lee Leadership
	Specific input sought regarding changes to pedagogy from all staff		Peter Lee Leadership PLT's
	Briefing to staff on upcoming review		Peter Lee Kerryn McKenzie Graeme Downie
17th July	Pre visit by Reviewer	SSE School Summary Report Data Sets P-12 VRQA documentation	Peter Lee Kerryn Mckenzie Ben Dennis Darrell Mullins
11th August	Panel day	Principal School Council Staff Leadership Senior Campus P-4 Campus Per Principals	Peter Lee Darrell Mullins
11th August	Presentation to staff	Draft Peer Review Comment /Strategic Intent	Peter Lee Darrell Mullins
11th August	Presentation to school council	Draft Peer review Comment, /Strategic Intent	Peter Lee Nigel Bruckner Darrell Mullins
25th August	Submission of report	24th August	Darrell Mullins

Accredited school reviewer
Darrell Mullins RADII P/L

4. Evaluation of Performance

	Panel view of school performance	Panel Recommendations for improvement

Achievement:
 	
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.
While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.
	The Panel is in agreement Terang College has made significant steps to improve student outcomes and demonstrated growth in student learning in NAPLAN data and AusVELS Teacher Judgments which are in line with the College's Strategic Plan. Major points include:
	
	• across the College low level writing data is evident
	• numeracy is a relative strength
	• progressive value adding across the NAPLAN data
	• VCE/VCAL completion data is at or above state mean
	• the College is successful in offering pathways to all students
	
	These outcomes can be attributed to:
	• the establishment and development of strong PLTs
	• focus on supporting consistent teaching and learning programs across the College
	• strong teacher learning development focused on Pedagogical Development, E5 learning, Targeted PD, Teach Like a Champion
	• literacy & numeracy coaching
	• solid focus on student wellbeing
	• individual learning programs for all students with special needs
	• having strong sub-school structures – which allows effective consistency between sub-schools
	• strong sub-school management
	• strong transition programs
		The panel agree Terang College should focus on:
		• writing
		• literacy
		• spelling
		• speaking & listening – oral language
		• developing links with local kinder, preschools, childcare, playgroups, etc
		• student behaviour
		• parent concerns
		• VCE & Senior School –
		    o continue to achieve 30
		    o collaboration with other schools
		    o data to better inform the teacher & learning
		    o share data with students
		    o learning intentions to be used variably
		    o teacher's knowledge of student data
		        ▪ utilize at PLT level
		    o giving feedback to students
		    o utilizing VCE services, exam results

Engagement:		
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	Aspects by which Terang College engages and connects with their students in learning and with the wider community are: • improvement in P-4 results over last 4 years • engagement of VCE/ VCAL students • facilitation of iPad program and ICT coaches • addressing student absenteeism • funding (including Investing in Schools & BER) • developing programs – SAKG, sub-school assemblies, energy breakthrough, robotics, careers curriculum frameworks • developing community links - community art-show, react film festival.	The panel agree Terang College should focus on: • Connectedness of students – which was targeted in the last plan • Continuing with community based programs • Targeting student absences • Engaging parent involvement to assist in student and family engagement • Participating in and contributing to 'Beyond the Bell' Program • continuing to improve facilities and pursuing the development of a Trade Training Centre which incorporates Aged Care & Child Care Community Services • providing timely and explicit feedback to and from students re general performance and outcomes
Wellbeing:		
Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	Terang College prides itself in creating a safe, secure and stimulating wellbeing environment through: • student connectedness • focusing on individual student needs • consistency between staff of student management • whole College approach • continuity created through role clarity, agreed protocols and approaches • effective communication • successfully developing involvement with outside welfare and family support organizations • providing a wide range of extra curricula activities – including alpine school, shooters, sporting, camps programs, human development, REACH & BRICKS	The panel agrees that Terang College should: • investigate student connectedness and address issues of classroom behavior through a whole College management process • skill staff about outside welfare and family support organizations and service providers • continue succession planning • reinforce to staff awareness of wellbeing issue management • maximize sharing of staff expertise • increase opportunity for access to extra curricula programs

Productivity:
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Terang College uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. It does this by:

- Maximizing financial and human resources to enhance student learning,
- Improving staff perception of PDs and relevance,
- Acknowledgement of ☑good work and use of resources.
- Sourcing alternative funding for the whole College
- Managing small class sizes where possible
- Allowing staff flexibility through their employment
- Developing leadership opportunities for staff
- Providing virtual VCE - Polycom
- Developing strong Middle years grouping strategies

Terang College will focus on:

- Combining with other schools to provide PD
- Effectively timetabling staffing
- Developing the Terang Children's Centre at Strong St
- Investigate K-12 College at Strong St.
- Whole College improvement
- Maintaining smaller class sizes where possible
- Succession planning for staff development

5. Registration Requirements: Summary Statement

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

Signature of Reviewer: _____ Date: 11/08 /2014

Name of Reviewer: Darrell Mullins