

School Review Report 2018

North-Western Victoria 1362

Christmas Hills Primary School

12 – 19 November 2018

Strategic Plan 2015 - 2018



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Review Company	Name: Ed Solutions



1. Public section

1.1 SCHOOL CONTEXT	
Location and history	Christmas Hills Primary School is located in the local government area of Nillumbik approximately 50 kilometers north-east of the Melbourne Central Business District. The school was founded in 1874.
School facilities	The original school building houses a classroom and administration and there is an additional classroom, multipurpose and music room, art room and library. The grounds include a playground, basketball court, kitchen garden, chicken coop and an oval.
Enrolments	Enrolments at the time of the review were approximately 22 students. Over the past four years, enrolments have declined by seven students.
SFO and SFOE	The Student Family Occupation (SFO) index was 0.4167 and the Student Family Occupation Education (SFOE) index was 0.3230 in 2017–18.
Staff profile	The staffing profile of Christmas Hills Primary School includes a Principal and 1.4 teachers, 1.36 full time equivalent Education Support (ES) staff.
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs.
Additional information	Christmas Hills Primary School provides an instrumental music program and kitchen garden program.

1.2 SCHOOL HIGHLIGHTS

Highlight 1

Title: Teaching and Learning – Academic rigour	FISO Priority: Excellence in teaching and learning	Dimension: Curriculum Planning and Assessment
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The Panel found that a key school highlight was:

- A high proportion of students consistently achieved at or above the expected standard in literacy and numeracy. During the focus group, parents attributed this to the highly individualised learning that was planned for each student and the culture of high expectations. Teachers knew their students well and were able to frame learning needs in light of student interests.
- The panel observed in classrooms and witnessed the motivation of students to engage in their learning and the independence they displayed when undertaking self-directed learning and meaningful education (ME) time. When asked, students responded that their learning was targeted at their individual level and generally the level of challenge was appropriate.
- In discussions with parents, teachers and students the panel noted that students had a high level of involvement and decision-making about their learning, particularly during ME time and Learning Adventures.

Highlight 2

Title: Student Voice	FISO Positive climate for learning	Dimension: Empowering Students and Building School Pride
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The Panel found that a key school highlight were the opportunities for students to have voice and leadership in their academic and social-emotional learning: The panel found:

- Students were given their own page in the newsletter for them to share their learning and publish interviews conducted with students and community.
- Each year, senior students wrote a play that all students performed.
- Student ambassadors participated in staff recruitment and reported to school council.
- Students ran a 'Principal for a Day' program. To participate they wrote applications and duties included helping with the opening and closing of the school, composing the newsletter and the planning of lessons for their fellow students.
- Students participated in consultation sessions to inform whole school planning for the coming year.
- As referenced in highlight one, students had a self-directed learning program, ME projects that they developed themselves and had opportunities to work in a small team to plan whole-school learning adventures each Friday afternoon.

Highlight 3

Title: Community engagement	FISO Priority: Community engagement in learning	Dimension: Parent and carers as partners
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The Panel found that a key highlight for Christmas Hills Primary School were the community celebrations and events that strengthened relationships between the school and broader community. The panel found that:

- The Autumn Festival was held each year to promote the school and support community engagement. Market stalls and fun activities were available. High levels of student, staff and parent involvement were evident from reports to the panel.

- Stories Under the Stars was a key community event held each year in conjunction with Book Week. The evening of story-telling by parents, students, staff and family members was an opportunity to celebrate reading. The panel heard positive reports about the event from students, staff and parents.
- Students proposed a number of community and charitable fund-raising events that were strongly supported by staff and the community. They included Walk to Cure Diabetes, Remembrance Day, Anzac Day, Wombat Warriors and multicultural festivals amongst others.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the SSP goals

SSP Goal 1:

The 2015-18 School Strategic Plan for Christmas Hills Primary School set a goal to build the capacity of every teacher to consistently implement a data driven, evidence-based approach to teaching and learning using the Christmas Hills PS model, with a focus on literacy and numeracy. Four targets were identified related to student achievement and learning growth in literacy and numeracy, student attitude for learning confidence and teacher effectiveness and staff endorsement for school climate. The Panel found that the school partially met this goal with two of the four targets met and two partially met.

SSP Goal 2:

The second goal was to enhance active engagement of every student in their learning with two targets related to student responses to student motivation and teacher effectiveness and parent opinion of student motivation and extra-curricular learning . The Panel found the school partially met this goal with one target met and one partially met.

SSP Goal 3:

The third goal was to enhance student wellbeing by fostering positive and respectful attitudes to each other and learning with three targets related to student attitude to wellbeing, staff opinion and attendance. The Panel found the school partially met this goal with one of three targets met, one partially met, and one not met.

SSP Goal 4:

The fourth goal was to create shared responsibility and increased confidence in the delivery of quality education with two targets related to role clarity and teacher collaboration. The Panel found the school partially met this goal. Both targets were partially met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus question 1: In what ways does data and evidence inform teacher planning to differentiate learning to meet the needs of individual students?

The Panel found that assessment and evidence of learning was regularly used to inform the differentiation of learning for each student. Teachers used a range of assessments as the basis for planning self-directed learning planners to meet the individual needs of students. Students were aware that their learning was personalised for them and were aware of their learning strengths and areas where they required additional support. Students and parents reported that learning was challenging and enjoyable and that the approaches used by the school motivated them to do well academically and personally.

Terms of Reference Focus question 2: To what extent does feedback support students to set personal learning goals and monitor their learning progress?

The panel concluded that students received feedback from a range of sources that was specific to their learning progress and supported them to reflect and refine their knowledge, skills and understandings. Students were able to provide feedback to each other and leadership to further the learning of their peers and inform decisions regarding improvements in school policies and planning. The panel also found that students had a role in establishing their personal learning goals but teachers generally planned student learning targets for academic areas. Assessment data was not regularly reviewed with students to assist them to identify their own learning goals.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP

The School Review Panel recommends the following key directions for the next School Strategic Plan:

1. Literacy, particularly improving learning outcomes in year 5 reading and writing.
2. Student voice and agency in learning.
3. Student wellbeing, inclusion and engagement.