

# Tyers PS Peer Review Report Summary

## Executive Summary

### School Context



Tyers Primary School is a small rural school located on the northern rim of the Latrobe Valley in Gippsland. It is approximately 150 km from Melbourne and 11 km north-west of the larger regional city of Traralgon. Over the 2013–16 review period student numbers have ranged from a low of 38 in 2014 to the current enrolment of 53. Student numbers are projected to rise over the next review period. A new housing development consisting of 80 lots has recently been released for sale on the southern side of the township. Whilst the majority of students are from the local community the school also draws enrolments from Traralgon, Morwell, Moe, Glengarry and Yallourn North, with families looking for a smaller school experience, and, for some students, the opportunity to reconnect with their education, perhaps having experienced difficulties at their previous school.

Tyers Primary School has a Student Family Occupation (SFO) density of 0.5990 SFOE 0.5537. with 8 per cent of the students are of Koorie background and 16 per cent of students receiving funding through the Program for Students with Disabilities.

The staffing profile has changed over the review period with the principal having classroom teaching responsibilities during 2013 –15 due to small student numbers. In 2016, the staffing profile, consisted of; 1 principal class, 2.8 classroom teachers, 0.6 specialist teacher, 3.0 ES staff (shared between 5 staff) and 0.8 Business Manager.

The facilities include a dedicated library space, IT Lab, art room and science/music room as well as three large, open planned classroom areas. The school is equipped for the 21st century learning environment with interactive whiteboards (soon to be replaced with interactive touch screens), laptops and tablets as well as a range of multi-media equipment. The buildings are surrounded by spacious playing areas, which include sensory gardens, adventure playgrounds, asphalt courts, a sports oval and shaded play areas. In addition the school has a Mod 3 Administration block— including a staffroom, large multipurpose room and a number of sheds and outdoor teaching areas.

The current class structure comprises a Prep/1 Grade, 2/3/4 Grade and a 4/5/6 Grade. Specialist classes include AUSLAN, Art, music, humanities, physical education and Information Technology. Tyers Primary School conducts a range of additional programs including; an Open Water Learning Program, Cooking Program and a variety of camps and excursions.

The school is very much a part of the local community and annually hosts the widely renowned Tyers Art Festival, which commenced in 1979. In 2016 the school's Parent Association was re-established. Tyers Primary School provides many opportunities for parents to participate in their children's education and their contribution is acknowledged as integral to the school- parent partnership.

## Summary of the School's Performance

Tyers Primary School was successful in achieving the goals established in the last strategic plan which led to improved outcomes in student learning, engagement and wellbeing.

It was the overall finding of the panel day discussions that the framework of strategies to improve student outcomes had been successfully implemented and Tyers Primary School ensured consistent implementation was an ongoing focus. The focus on excellence in teaching and learning was evident in the progressive improvement in student achievement and although not all targets were met in this area, Tyers Primary School was able to show relative growth for all students. At the same time, despite significant staffing changes in this period, Tyers Primary School successfully focused on improving and coordinating a whole school approach to teacher practice and professional growth through the structuring of a professional learning team and professional development. The effectiveness and impact upon student learning is an evolving process as the school continues to focus on high impact teaching strategies to cater for all student needs. Over the course of the strategic plan according to teacher assessments most students were achieving at or above expected levels while the students who did not attain this category were supported with individual learning plans and extra teaching support to ensure growth in student learning at the appropriate rate for every individual student. There was evidence of a wide range of abilities in the NAPLAN data with most students performing at or above expected levels, again a minority of students falling below expected levels in the dimensions of Literacy and Numeracy. Once identified the school ensured that these students had their learning needs catered for appropriately. During this period Tyers Primary School also developed individual learning plans for every student in order to challenge and extend each student in their learning. These programs were supported with a focus on the use of data and the development of an assessment schedule. This will be further embedded through coordination of a whole school approach to assessment tools and in the effective use of data to enable a greater focus on differentiating the curriculum and teaching at the individual point of need. Student engagement in learning and the successful impact of teaching strategies were supported by the positive affirmation of students in the Student Attitudes to School Survey (SATs) data around teaching and learning and the Parent Opinion Surveys (POS). It was evident that Tyers Primary School was clearly articulating the needs of the students in learning through effective leadership and a shared commitment to the set of school values.

Within this positive context for student achievement there will be a whole school focus on continuous improvement in Literacy and Numeracy with a specific focus on Writing, Grammar and Punctuation, Speaking and Listening and Numeracy which will be integral for the next strategic planning period.

In consideration of the goal of providing a safe, supportive and stimulating environment for student engagement and wellbeing the targets were consistently achieved. Tyers Primary School has placed great emphasis on developing an environment where learning and pastoral care were paramount and the needs of each individual child constantly being assessed and addressed. The school established a safe, caring learning environment that was stimulating and challenging. This was evident in the consistently positive results obtained in data around engagement and student relationships both in parent surveys and student surveys. A teaching focus already undertaken centers on challenging and engaging all students through the integration of information technology across the school and is designed to assist all students in personalising their learning.

Student wellbeing was addressed through the school values program and the school promise—a commitment by each child to the school's values and high expectations—lead to consistency in individual classroom application. The introduction of Restorative Practices to support conflict resolution and to develop student resilience and wellbeing made significant contributions to social and emotional wellbeing.

Tyers Primary School will encourage the development of an environment where students

will develop as self-motivated learners and committed to the high expectations of the school. To improve student connectedness and involvement in their learning Tyers Primary School will promote student voice and the willingness to challenge themselves and take risks with their learning. The panel was in agreement that a focus developing personalised learning skills will contribute to improving students as learners and continue to maintain and improve the standards of achievement.

The school strategically managed budgets and workforce planning to provide opportunities for professional learning, specialist staffing and program support. Effective leadership decisions around resourcing of programs provided the dimension to achieve the school goals in improving student outcomes.

## Summary of the considerations for the next Strategic Plan

Through the school's self-evaluation process and the panel day discussions the following recommendations were made, in addition to current successful programs for consideration for the next strategic plan.

### **Excellence in Teaching and Learning.**

Building Practice Excellence

To implement an inclusive and responsive approach to teaching and learning in the areas of Literacy and Numeracy reflective of the needs of individual students, with a specific focus on Writing, Grammar and Punctuation, Speaking and Listening and Numeracy across all areas.

### **Evidence Based High Impact Strategies.**

Extend teacher capacity to enable effective student goal setting where feedback is reciprocal, leading towards personalised learning

Further develop teacher capacity to differentiate the curriculum to identify individual point of need

Build teacher capacity to give and receive feedback on their teaching practice.

### **Curriculum Planning and Assessment**

Enhance teacher capacity to collaboratively work with data and evaluation of evidence to better inform teaching at the point of individual need.

### **Community Engagement in Learning**

Develop the school- family partnerships to ensure a consistent approach to teaching and learning at both school and home.

Continue to build community relationships with the local and extended community so as to utilise their expertise and skills to support teaching and learning programs within the school.

Develop the school family partnerships to ensure a consistent approach to teaching and learning at both school and home.

### **Positive Climate for Student Learning**

To improve student connectedness and involvement in their learning by providing them with a voice and willingness to challenge themselves and take risks with their learning. To improve the parent input through creative and meaningful opportunities and develop stronger relationships with the parent community.

Develop active learners who are resilient, prepared to take 'risks' with their learning and use a growth mindset as referenced in the Victorian Curriculum

### **Professional Leadership**

To build a vibrant, professional learning community with a strong focus on improved student outcomes through purposeful conversation around student learning and building collective capacity around use of data and evidence based practice.

## Next steps

Tyers Primary School has been successful in challenging students to individual highest levels of achievement. This was done in a vibrant and caring school environment that fostered practice excellence and a positive climate for student learning and engagement focusing on the needs of the individual child to develop as a confident, curious and independent learner and global citizen. Tyers Primary School is committed to further build on this success and through professional leadership, a skilled and committed staff that is well supported and strategically resourced, has clearly articulated the way for continued success in the next strategic plan