

Peer Review Report – 2016 Cycle

Edenhope College Southwest Victoria region

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Peer Review Report Executive Summary (published on school's website)

2.1 School Context

Edenhope College is a rural p-12 school situated on the edge of Lake Wallace in Edenhope, West Wimmera Shire, Western Victoria. Edenhope College has extensive learning spaces and a range of first class facilities for students set on grounds at the edge of Lake Wallace. A voluntary merger of Edenhope Consolidated School and Edenhope Secondary College occurred in 1994 creating a P - 12 school. A multi-million dollar major upgrade was completed around 10 years ago delivering new buildings and excellent facilities which includes the Edenhope Trade Training Centre encompassing the College Farm and Agriculture Centre, the Food Technology Centre and Automotive Technology Workshop. Close major centres are Horsham (100 km north east) and Naracoorte S.A. (55 km west). Edenhope operates as a service centre for the surrounding rural communities where grazing and cropping have predominated since its foundation in the mid-1850s. More recently agro-forestry, viticulture and dairying have offered new opportunities in the area. Edenhope and District Memorial Hospital and Aged Care Facility and the West Wimmera Shire and Edenhope College are major enterprises in the town centre. The population of Edenhope is around 1000 people. Edenhope College began 2016 with 194 students placed in home groups in the Primary School (Years P-6) 71 students, Middle School (Years 7-9) 67 students and Senior School (Years 10-12) 56 students.

Sixty five percent of students travel to the College on seven bus routes from areas such as Apsley, Benayeo, Chetwynd, Harrow, Langkoop, Miga Lake, Patyah, Pine Hills, Poolaijelo, Powers Creek, Ullswater and Wombelano. Nearby schools are St Malachy's Primary School (a Catholic school located on grounds adjacent to Edenhope College), Apsley Primary School (20 km W) and Goroke P-12 College (40 km NNE). Edenhope College also participates in various activities with Balmoral K - 12 Community College and Kaniva p-12 College.

There is a focus on *Powerful Learning* – including learning intentions, success criteria and feedback; *Visible Learning* – seeing learning through the eyes of the student and teaching for greater impact and student learning growth and; *the High Reliability Schools Framework* – a scaffolded set of conditions leading to whole school improvement and effectiveness. ICT is integrated and embedded within the use of digital and eLearning resources and thinking tools in the curriculum. Curriculum provision is inclusive of AusVELS and the Victorian Curriculum; The College Curriculum includes: a focus on Early Years Literacy and Numeracy; Languages - German; Years 9 and 10 elective program for The Arts and Design, Creativity and Technology domains; Senior Pathways include the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), with Vocational Education & Training in Schools studies at the Edenhope and Wimmera Trade Training Centres; access to further vocational programs, including School Based Apprenticeships, Structured Workplace Learning and Technology (Food, Textile, Automotive, Metal and Wood); Visual Arts (Multi-media, Photography, Ceramics / Sculpture and Painting); Performing Arts (Drama and Instrumental Music); and Animal / Agricultural Horticultural Studies, utilising the College Farm.

Extra curriculum options include the Advance Program (Year 9) and The Duke of Edinburgh's Award Scheme - Bronze, Silver & Gold levels (Years 9 - 12) and a strong sports program with opportunities for students to compete at district, state and national levels.

The staff at the College includes 1.0 Principal Class, 22 Teachers and 11 Education Support Class. In addition there is a part-time School Council Grounds Person, a School Nurse and a Chaplain. There are 37 staff members altogether in part-time and full-time positions.

The school accesses support professionals from the DET Grampians Region, including School Nurse, Primary Wellbeing Officer, Speech Pathologist, Social Worker and Visiting Teacher (Hearing).

Edenhope College strives to give maximum access to quality technology across the school. The rollout of interactive whiteboard technology commenced in 2005 and installation in all classrooms across the College was completed in early 2007. The College has extensive Information and Communications Technology capability, including primary and library computer pods, an ICT Lab, four video conferencing set-ups, and 1-to-1 netbook/tablet computers for Years 3 - 12 students. Class sets of ipads are available to classes in the Early Years.

A BER 21st Century new building opened at the commencement of 2011. This includes spacious learning environments currently set up as a Senior Learning precinct (2016) including a designated study space for senior students. The Primary precinct has spaces for literacy and numeracy intervention tutoring, a Primary Welfare Officer space, and general purpose classrooms. A Pottery Studio has been used by the community Pottery Club in the past, as well as students throughout the school.

The Kowree Sports Centre provides an excellent venue for indoor activities, including a stadium, squash courts, small gym and an outdoor swimming pool, for which the College and West Wimmera Shire Councils have a Joint Use Agreement from 2007 to 2032. The community use of facilities is encouraged. The College and St Malachy's School have a Shared Use Agreement from 2011 to 2026 for the Local Schools Working Together Edenhope Multisport Facility, a state of the art synthetic turf sports field, which opened in 2011. This facility is extensively used for Hockey which is a popular sport in the area.

2.2 Summary of the School's Performance

2.2.1 Summary of the School's Performance against the Previous Strategic Plan

Edenhope College undertook a thorough and rigorous School Self Evaluation (SSE) which was endorsed by the review panel. The targets set in the last School Strategic Plan were not achieved. The panel took into consideration the impact of small cohorts on student achievement data from year to year.

Student Achievement

The Student Achievement goal of the previous Strategic Plan was *to improve learning outcomes for each student throughout the college, especially in literacy and numeracy.*

The Student Achievement targets were:-

1. AllStudy Score is at least 31, VCE English Score is at least 30, and the Further Mathematics score is above 32 by 2015.
2. At least 6% of individual VCE study scores are greater than 40 for each year of the strategic plan.

Year	All Study Score	VCE English	Further Mathematics	%>40
2013	29.32	29.55	28.62	1.5
2014	27.62	27.50	28.66	1.5
2015	28.73	25.70	28.57	-

The panel determined that the targets were not achieved.

3. The number of students achieving below the expected AusVELS levels is decreased and the number of students achieving above the expected AusVELS levels is increased for each year of the plan.

	Year levels F-6 combined									
	Below (D & E) -					Above (A & B) +				
	<i>from</i>	<i>to</i>	2013	2014	2015	<i>from</i>	<i>to</i>	2013	2014	2015
Reading	17%	5%	Not Achieved	Not Achieved	Not Achieved	35%	50%	Not Achieved	Not Achieved	Not Achieved
Writing	19%	5%	Not Achieved	Not Achieved	Not Achieved	19%	25%	Not Achieved	Not Achieved	Not Achieved
Speaking and listening	11%	5%	Achieved	Not Achieved	Not Achieved	13%	20%	Not Achieved	Not Achieved	Not Achieved
Number	14%	5%	Not Achieved	Not Achieved	Not Achieved	22%	30%	Not Achieved	Not Achieved	Achieved
Measurement Chance & Data	9%	5%	--	--		11%	20%	--	--	
Structure										

	Year levels 7-10 combined									
	Below (D & E) -					Above (A & B) +				
	<i>from</i>	<i>to</i>	2013	2014	2015	<i>from</i>	<i>to</i>	2013	2014	2015
Reading	17%	10%	Not Achieved	Not Achieved	Not Achieved	6%	20%	Not Achieved	Not Achieved	Achieved
Writing	20%	10%	Not Achieved	Not Achieved	Not Achieved	11%	20%	Not Achieved	Not Achieved	Not Achieved
Speaking and listening	9%	5%	Not Achieved	Not Achieved	Not Achieved	11%	15%	Not Achieved	Not Achieved	Not Achieved
Number			Not Achieved	Not Achieved	Not Achieved			Not Achieved	Not Achieved	Not Achieved
Measurement Chance & Data	15%	10%	--	--	--	3%	15%	--	--	--
Structure	15%	10%	--	--	--	4%	15%	--	--	--

While some decrease in the percentage of students attaining AusVELS assessments at levels D and E was noted, along with some increase in the percentage of students achieving AusVELS levels A or B, the targets were not achieved in each year and across all the literacy and numeracy strands

4. The aggregated 2013 -2015 proportion of students is reduced in the lowest two NAPLAN bands and increased in the highest two NAPLAN bands compared to the 2010 – 2012 NAPLAN.

Lowest 2 bands – reduce:

Year 3	From	To	2013	2014	2015	2016
Reading	17%	10%	Achieved	Achieved	Not Achieved	Achieved
Writing	3%	0%	Achieved	Not Achieved	Achieved	Achieved
Spelling	28%	15%	Achieved	Achieved	Not Achieved	Achieved
Numeracy	20%	15%	Achieved	Not Achieved	Achieved	Achieved

Gram & Punc	28%	15%	Achieved	Achieved	Not Achieved	Achieved
Year 5	From	To	2013	2014	2015	2016
Reading	12%	5%	Achieved	Not Achieved	Not Achieved	Not Achieved
Writing	12%	5%	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Spelling	24%	10%	Not Achieved	Achieved	Not Achieved	Achieved
Numeracy	15%	10%	Not Achieved	Not Achieved	Achieved	Achieved
Gram & Punc	32%	15%	Not Achieved	Achieved	Not Achieved	Achieved

Highest 2 bands – increase:

Year 3	From	To	2013	2014	2015	2016
Reading	52%	60%	Not Achieved	Not Achieved	Achieved	Achieved
Writing	43%	50%	Achieved	Not Achieved	Not Achieved	Achieved
Spelling	45%	45%	Not Achieved	Achieved	Not Achieved	Achieved
Numeracy	40%	50%	Not Achieved	Not Achieved	Achieved	Achieved
Gram & Punc	35%	40%	Achieved	Achieved	Achieved	Achieved
Year 5	From	To	2013	2014	2015	2016
Reading	33%	40%	Achieved	Not Achieved	Not Achieved	Achieved
Writing	18%	25%	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Spelling	29%	30%	Not Achieved	Not Achieved	Achieved	Not Achieved
Numeracy	15%	20%	Achieved	Not Achieved	Achieved	Not Achieved
Gram & Punc	24%	30%	Not Achieved	Not Achieved	Achieved	Not Achieved

While some decrease in the percentage of students attaining NAPLAN assessments at in the lowest two bands was noted, along with some increase in the percentage of students achieving NAPLAN assessments in the highest two bands, the targets were not achieved in each year and across all the literacy and numeracy strands.

Student Engagement and Wellbeing

Goals

- To improve student wellbeing and engagement with learning.

- To project to the school community a refreshed image of the college.

Targets

Opinion survey mean scores are improved each year for the variables as follows (2012 Benchmarks):

1. General Satisfaction (Parent) from 5.05 to above 6.00.
2. Approachability (parent) from 5.14 to 6.00.
3. Teacher Effectiveness (student) from 3.73 to above 3.82 (7-12).
4. Teacher Empathy (student) from 3.96 to above 4.46 (5 and 6) and from 3.69 to above 3.81 (7-12).
5. Stimulating Learning (student) from 3.58 to above 4.14 (5 and 6) and from 3.15 to above 3.51 (7-12).
6. Student Motivation (student) from 4.34 to above 4.57 (5 and 6) and from 4.22 to above 4.42 (7-12).
7. Learning Confidence (student) from 3.85 to above 4.12 (5 and 6).
8. Connectedness to Peers (student) from 4.01 to above 4.34 (5 and 6).
9. Student Safety (student) from 3.99 to above 4.42 (5 and 6) and from 4.34 to above 4.52 (7-12).
10. Student Behaviour (Classroom) (staff) from 69.8 to 85.0

	Target	2013	2014	2015	2016
General Satisfaction (Parent survey)	6.00	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Approachability (Parent survey)	6.00	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Teacher Effectiveness (Student survey years 7-12)	Above 3.82	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Teacher Empathy (Student survey years 5 and 6)	Above 4.46	Achieved	Achieved	Not Achieved	Not Achieved
Teacher Empathy (Student survey years 7-12)	Above 3.81	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Stimulating Learning (Student survey years 5 and 6)	Above 4.14	Achieved	Achieved	Achieved	Not Achieved
Stimulating Learning (Student survey years 7-12)	Above 3.51	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Student Motivation (Student survey years 5 and 6)	Above 4.57	Achieved	Achieved	Not Achieved	Not Achieved
Student Motivation (Student survey years 7-12)	Above 4.42	Not Achieved	Not Achieved	Not Achieved	Not Achieved
Learning Confidence (Student survey years 5 and 6)	Above 4.12	Not Achieved	Achieved	Not Achieved	Not Achieved
Connectedness to Peers (Student survey years 5 and 6)	Above 4.34	Achieved	Not Achieved	Not Achieved	Not Achieved
Student Safety (Student survey years 5 and 6)	Above 4.42	Not Achieved	Not Achieved	Not Achieved	Not Achieved

Student Safety (Student survey years 7-12)	Above 4.52	Not Achieved	Not Achieved	Not Achieved	Not Achieved
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The panel noted that none of the targets related to the Student Attitudes to School Survey (SATSS) completed by students in years 7 to 12, were met or exceeded across the years 2013-2016 and the panel determined that the targets were not achieved.

Attendance

Student absence levels were above the state mean for both the F-6 and 7-12 cohorts of students. The panel noted the high absence rate for the year 9 cohort over 2013, 2014 and 2015, along with the higher absence rate across years 7-12 in 2015

Student Pathways and Transitions

Goal

To improve transitions for all stages of schooling.

Target

Improve the school mean score for the Transition variable of the parent survey each year, achieving at least the state mean score by 2015 (from 2012 Benchmark of 5.47)

Over the period 2013 to 2015, the Transition variable in the Parent Opinion survey was below the state mean score and below the mean score of other P-12 Colleges. The panel determined that the target was not achieved.

2.2.2 Summary of the considerations for the next Strategic Plan

The following Key Improvement Strategies are suggested by the Peer Review Panel and are also taken from the School Self Evaluation.

Achievement

The Framework for Improving Student Outcomes (FISO) continuum identifies the characteristics of an effective and high performing school. The review panel found that when this school's leadership, curriculum development, planning and classroom management processes were assessed against the FISO continuum that it rated at the *evolving level, with a small number of criterion rated as embedding*. The school itself had identified areas that it believed were in need of improvement and demonstrated a commitment to continually review current practices to ensure that all necessary elements were in place and were effective. The panel identified a focus of professional development and resourcing was to build teachers' understanding of and use of data to help personalise the planning of lessons.

The following Key Improvement Strategies were suggested for inclusion in the next School Strategic Plan.

- Maintain and further develop effective team planning across all curriculum areas. Build teacher collective efficacy in using high impact, evidence-based strategies
- Using Understanding by Design to design, implement and assess a curriculum linked to the point of need for each student.
- Consolidate and embed the consistent collaborative approach to teaching, assessment and data analysis.
- Develop and implement a model where students and their teachers routinely receive feedback related to their teaching and learning.
- Develop a feedback culture through strengthened Peer Observation and increased student voice.
- Review the skills and content knowledge needed by students to ensure a successful

VCE or CVAL pathway and implement changes to the F- Year 10 curriculum to ensure these needed skills are introduced and consolidated before the Year 11 and 12 program. Strengthen the school's guaranteed and viable curriculum based on the Victorian Curriculum

- Build teacher capacity to explicitly teach and assess writing across all domain areas.
- Continue development and implementation of the College Instructional model

Engagement and Wellbeing

The Student Attitudes to School Survey data and input from parents, teachers and students suggest that this school provided an engaging program in an atmosphere of mutual support and encouragement. Year 7 -12 students rated highly their behaviour, their safety and their motivation while students at years 5 and 6 rated these variable at a much lower level. When rated against the FISO continuum, the school again rated at the *emerging to embedding* level, with the majority of ratings at *evolving*. The following Key Improvement Strategies were suggested by the panel for consideration for the next School Strategic Plan

- Identify, enhance and communicate to key stakeholders the practices that support all students.
- Audit the internal resources and external partnerships available to support and manage students.
- Improve the capacity of teachers to contribute to student wellbeing.
- Review and implement a leadership model responsive to the schools needs and priorities.
- Utilise external providers to support staff and leadership capacity building.
- To create and sustain a positive staff culture of collaboration, mutual support.
- To create opportunities for students to be involved in school decision making and their learning, within their classes and school wide.

2.2.3 Next steps

The school has established the culture, structures and processes to create a safe, secure learning environment for its students. The review panel confirmed an emerging culture of personal and academic achievement along with developing distributed leadership practices which will enable the school to build on its levels of performance as it moves forward. It is well placed to respond to the challenges and opportunities of the next Strategic plan.