<table>
<thead>
<tr>
<th>School number:</th>
<th>2899</th>
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<tbody>
<tr>
<td>Principal:</td>
<td>Sharon Mitchell</td>
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<td>School Council President:</td>
<td>Travis Davidge</td>
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<td>Review Company:</td>
<td>Research Australia Development &amp; Innovation Institute (RADII)</td>
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<td>Accredited School Reviewer:</td>
<td>Sharon Adams</td>
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<td>Peers:</td>
<td>Leonie Anstey</td>
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<td>Sharyne Munday</td>
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<td>Date of Review Meeting:</td>
<td>30\textsuperscript{th} November 2015</td>
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1. Peer Review Report Summary

Executive Summary

1.1 School Context

Lang Lang Primary School was established as a community school in 1888 and is proud of its continuing community connections. The school has three main buildings that house teaching spaces, library, art-room, administration and a Multi-purpose room with adjacent outside undercover area and shaded picnic table area that was provided and installed by the Koo Wee Rup/Lang Lang Rotary. The school is on a very large site with generous playing space and an established wetlands area. It has been active in developing environmentally friendly and sustainable facilities and grounds. It has installed solar panels, a rain garden and harvests rainwater for toilets.

The current student population is 146. This has fallen over recent years however is predicted to rise significantly over the next few years. The SFO index is 0.56 with many parents self-employed and a number living in outlying areas, necessitating approximately 20% of children traveling to school by bus. The school is monocultural with all children speaking English as a first language.

The staff comprises of the principal, nine experienced teachers which includes two specialist teachers. In addition, the school has 7 education support staff (4.2 EFT) whose duties include; administration, integration support and literacy intervention, a Speech Therapy Assistant (STA) program, School Chaplaincy and grounds maintenance.

The school belongs to the Cardinia Network and also has a strong and effective cluster of 6 local primary schools and the feeder secondary college. The network meets once a month to examine Departmental initiatives, curriculum, workforce planning and provide collegiate support when challenges arise.

The school curriculum is based on the Australian Curriculum with classroom teachers responsible for the core program and specialist support provided in Music, Art, Physical Education, Mandarin and Corrective Reading, a reading intervention program. ICT resources include electronic whiteboards in all teaching spaces, a ratio of 1:4 desktop computers and an additional 48 laptops and 37 iPads available. Mathletics and Reading Eggs software compliment classroom programs and 75% of children access these programs through their home computers.

The school offers many extra-curricula activities including: Clubs programs in years two to six, Interschool Sport, Camps from years three to six, Choir, Lunchtime programs (computers, Chess and library), Life Education Program and Perceptual Motor Program (PMP) for prep and grade one.

Lang Lang Primary School has a very active School Council and Parents’ Club who support the school so children experience fun days and other opportunities. The Parents’ Club work alongside school council to raise funds that supplement activities and programs. The local supermarket provides free fruit every Friday to all students as part of a Healthy Eating Initiative.

This school has very strong ties with the local community and is proud of its links with local groups and tradespeople. This involvement has led to help with programs and resources such as: Rotary building an undercover shaded area, Landcare working in the arboretum and the choir performing at local events.

Lang Lang Primary School is proud to provide an inclusive educational learning environment that encourages students to take responsibility for their own actions and become independent lifelong learners.
1.2 Summary of the School’s Performance

1.2.1 The School’s Performance against the Previous Strategic Plan

**Achievement**

Lang Lang Primary School set itself a goal of establishing high expectations for all and this is seen in the ambitious targets set in the previous strategic plan. Significant progress has been made towards achieving them. Data gathered from NAPLAN results and teacher assessments indicates achievement outcomes in Reading are high across the school with 30% of students achieving above the expected level. Writing and Numeracy results are also well within the range of expected results, or above, when compared with schools of a similar demographic. The NAPLAN relative growth data was higher than state averages in Reading and Numeracy but less progress was recorded by students in Writing.

The school planned to improve the consistency of assessment processes and the use of data and evidence to target explicit teaching. The school has trialed different approaches to inform future decisions regarding agreed approaches for school-wide programs but is yet to implement any decision in this regard.

**Engagement**

Results from the *Student Attitudes to School Survey* rate all variables for teaching and learning highly and students believe they are motivated and confident in their learning. All measures are well above state mean. Absence rates are below state mean and the review panel attributed this to the value parents and students place on their education and the high levels of engagement in learning that students demonstrate.

The school also set itself a goal of improving transition into and through the school however *Parent Opinion for the Transition* variable declined over the period of the strategic plan. Teachers have been engaged in identifying effective strategies such as documenting essential learnings, gaining agreement on the programs and practices that will improve the consistency of assessment and the use and transfer of data between teachers to inform planning.

**Wellbeing**

Student are safe and happy at Lang Lang PS. *Student Attitude to School Survey* and *Parent Opinion Survey* data rates these factors above stage mean and in the third quartile when compared with all primary schools in Victoria. A range of student support services have been accessed including the school Chaplain, On-Psych and network staff. Instances of bullying have reduced. It was the view of the panel that this is a strength of the school however it would now be timely to review the school's values and the behaviors reflecting these in order to develop a shared understanding and consistent application across the school.

**Productivity**

The school has deployed its resources efficiently over the period of the strategic plan to overcome the budgetary deficit experienced between 2012 and 2014. The appointment of a substantive principal and stabilization of the workforce provides a platform from which the leadership team can prioritize and focus the work of the staff and school community in order to establish and achieve its intended outcomes.
2.2.2 Summary of the considerations for the next Strategic Plan

**Achievement**

The school has achieved outcomes that are at, or above those expected in similar schools and there is a high degree of consistency between school based assessments and national testing (NAPLAN). Student learning growth as measured by NAPLAN indicates higher than expected rates of growth in Reading and Numeracy.

It was evident in the Strategic Plan that the school has had high expectations of itself and students as the targets set were ambitious. It was the view of the panel that the high achievements in Reading could be attributed to efficacy of teachers in this area in regard to curriculum and assessment and the provision of an intervention program, Corrective Reading, to support students not making expected progress. Teacher knowledge and skills in the teaching of Numeracy were developed when the school had access to the services of a numeracy coach. Teachers stated that the adoption of a school wide approach to Writing in 2015 supported the implementation of key principles that are fundamental to improved student learning outcomes: common language, consistent teaching approaches, sequential curriculum and student self-assessment. Teachers also identified the need to develop collaborative processes to build trust and confidence between colleagues and support professional growth.

The panel findings identified the next level of work as the:

- development of effective Professional Learning Team practices
- documentation of essential learnings,
- use of data and evidence to inform, and determine the impact of, instructional approaches
- monitoring of student learning growth and the provision of appropriate interventions
- engagement of staff in whole-school professional learning in regard to agreed approaches.

**Engagement**

Indicators of student engagement such as school connectedness and attendance were high as was student attitude to the quality of the teaching they receive and the learning opportunities open to them. It was determined that teachers know their students and differentiate learning to accommodate individual needs. All staff assessed and planned to ensure teaching was explicit and feedback was provided to students in regard to progress. Students participated in a wide variety of school and community programs from which they gained confidence and developed both personally, socially and academically.

Rating for the Transition variable in the Parent Opinion Survey has declined over the period of the strategic plan and it was identified that both school entry and progress through the school are areas to be strengthened. The school is a member of the cluster alliance, ‘Linking into Learning’ and intends to build stronger partnerships with local preschools and cluster schools into the future.

It was also identified that opportunities exist to develop an assessment schedule and system to monitor and track student learning growth to provide greater opportunities to target instruction and provide feedback and student directed learning approaches.

**Wellbeing**

The school goal was to provide a safe and inclusive environment for all students and Parent Opinion and Student Attitudes to School data was high for these variables. The school engages with network and external support staff to ensure students receive
appropriate levels of support as needed. There was a commitment to connect students to the broader community and provide opportunities for responsibility and leadership within the school. The current approaches would be strengthened if underpinned by agreed and shared values and beliefs and the identification of the associated mental models of expected behaviours. The adoption of a leadership team with responsibility for this and the associated school improvement measures was also recommended as a strategy to build shared commitment to whole school agreements.

**Productivity**

The school has been efficient in the deployment of resources during the period of the strategic plan. Financial stability has been achieved. Further leverage can be gain by working collaboratively at a leadership, collegiate and student level and across clusters and networks. Sustainability of improvement measures will be further assured if appropriate mentoring and coaching of new and current staff is provided and the partnership with parents strengthened to ensure high level communication and engagement in their child’s learning and developmental program.

### 1.2.3 Next steps

The school is currently providing a quality educational experience for its students and is well placed to undertake the next stage of improvement in order to increase the quality and consistency of the curriculum and teaching and learning program. The school and its community is ready to strengthen the partnership between community and school to undertake this work.