

Peer Review Report – 2017 Cycle

Viewbank College

North Western Victoria Region

School number:	8812
Principal:	Judith Craze
School Council President:	Damian Schulz
Senior Education Improvement Leader:	Silvana Sena
Review Company:	Valad Solutions Pty Ltd
Accredited School Reviewer:	Lucy Glover
Challenge Partners:	Judy Bennie, DET Principal Raffaella Galarti-Brown, DET Principal
Date of Review:	22 and 28 June 2017

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

2.1 School Context

Viewbank College is located in a developed area of Melbourne's northern suburbs and was opened in 1994.

The school has secured state government funding for an \$11.5m building program that includes a new performing arts centre with dedicated music and drama facilities and improved administrative facilities. Included in the funding, and with additional school funds, the school will refurbish the science and maths facilities as well as the arts and technology learning areas to create a STEAM (Science, Technology, Engineering, Arts and Mathematics) precinct within the school grounds.

At the time of the review, enrolment was 1265 students as well as international students, which represents a steady increase from 1138 in 2014.

The student family occupation (SFO) index of the school is 0.2843 and the SFOE is 0.2373 (2017). The College employs a range of graduate and experienced staff including 3.6 equivalent full time Principal class, 9.8 Leading teachers, 86.8 teachers and 15.5 Education support staff.

The school offers a wide range of VCE studies, and provides access to VET programs through the northern Melbourne VET cluster. The school does not currently offer a VCAL program, and has a partnership with Northern College of Arts and Technology (NCAT), where the majority of VET students access programs. Curricular specialisations include an instrumental music program and a drama performance program.

2.2 Summary of the School's Performance

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

Student Achievement

The Viewbank College Strategic Plan for 2014–17 set a goal to ensure there was consistent growth across all ability levels from Years 7–10 above the state mean for growth. The panel determined that the College met this goal and associated targets. The panel viewed the Year 7–9 NAPLAN growth data in every domain and in each year of the Strategic Plan and determined that the per cent of students who achieved medium or high growth was greater than 75 per cent, which was equivalent to the state mean. The targets associated with Teacher Judgements for 20 per cent of students to achieve an A outcome, 30 per cent to achieve a B outcome and no more than five per cent to achieve less than a C grade was not met. The panel agreed that the number of students who had achieved an A or B outcome was greater than the state mean, and who had achieved less than a C outcome was generally less than the state mean.

The College goal to enhance the outcomes for all students at the VCE level was not met. The associated target to increase the mean All Study score to 33 or above by 2017 was not able to be measured at the time of the review. The target to increase the number of students who achieved a study score over 40 was also not met. The panel considered the available data comparing Viewbank College to similar schools, and noted that it sat within the top third of similar schools when comparing VCE All Study mean scores.

The goal to deliver a rich, relevant curriculum through sound pedagogical practice was met. The panel heard that staff at the College engaged in the documentation of learning maps from the Victorian Curriculum framework and the VCE Study Designs over the Strategic Plan period, with systemic professional learning to support improved instructional and assessment practices.

Student Engagement

The College had set a goal to ensure that the school Teaching and Learning programs provide high levels of student engagement and success with all aspects of school life. The panel agreed with the schools self assessment that this goal and its associated targets, was met. The panel found that students in Years 7–10 reported higher levels of satisfaction in the Attitudes to school survey across the period of the Strategic plan than students in Year 11 and 12. The goal to increase student engagement was met through structural changes to the timetable, allowing students access to accelerated VCE studies, as well as vocational pathways including a VET Taster program.

The goal to increase student engagement with peers was partially met, as the target to increase parents opinion of Student engagement to the 4th quartile was not met.

The College had a goal to develop an international focus with a target to document and implement a Global Digital Learning Program which was met through the introduction of a 1:1 Bring Your Own Device (BYOD) model in Years 7– 10.

Student Wellbeing

The College met their goal to have high levels of student wellbeing, as measured by targets to have Student morale and Student distress in the Student Attitude to school survey in the 4th quartile was met in 2015 and 2016. Data for 2017 was not yet available. The panel examined the year level breakdown of the data and found that the students in Years 11 and 12 had lower ratings than their Year 7– 10 peers, having the effect of lowering the whole school data.

The College documented a transition and vocational pathways framework for Years 7– 12 students, with all students in Years 9– 12 having a documented Managed Individual Pathways (MIPS) plan and all Year 9– 11 students having individual vocational counselling from 2014 through to the time of the review, meeting the goal to benchmark and redesign the Vocational Pathways program for Years 7– 12. More than 50 students accessed the VET taster program in 2016, and timetable changes were made to accommodate students taking Unit 1&2 VET studies through the Northern Melbourne VET Cluster.

Productivity

The College achieved it's goal to sustain finances and the allocation of resources to maximise learning outcomes for students, and met the targets to implement a 1:1 ICT learning program from 2015 onwards, and was able to secure a state government grant of \$11.5m to build a performing arts centre, as well as refurbish substantial existing buildings to create a STEAM precinct.

2.2.2 Summary of main findings and considerations for the next Strategic Plan

To embed the STEAM profile in the College.

The panel agreed that the developing focus on science, technology, engineering, arts and mathematics was valuable for students and would be enhanced by the refurbished buildings and learning spaces, resulting in the STEAM precinct. This would be supported by the continued resourcing of dedicated staff to build the profile of these studies and quality instruction in these areas.

Develop a culture where students are empowered to contribute actively in their school lives, that of the College and as global citizens.

Whilst student leadership opportunities were evident in the College environment, the panel agreed that there was potential for enhancing the opportunities for students to have a voice in the learning process. The panel heard that an inquiry approach to learning had been a focus of teacher professional learning over the period of the previous strategic plan, however the focus had been on learning in Years 7– 10. The panel agreed with the schools self assessment that the next level of work was to consider how learning can occur in a VCE context that encourages student agency.

In addition to the current student leadership and student voice mechanisms within the school, the panel recommended that the school enable student to contribute to the School Council.

To realise each student's potential and maximise student learning growth.

When compared to schools with similar characteristics, in most student learning measures, the school was in the top third of schools. The panel agreed that the school can aim to improve on this and be in the top five schools in each measure by the end of the next strategic plan period.

Enhance the wellbeing of students in Years 11 and 12.

The panel found that there was a strong wellbeing overlay present in the College in Years 7– 10, however the emphasis on academic performance in Years 11 and 12 had resulted in a lesser focus on student wellbeing at a time when the stress of studies is often heightened for students. The panel agreed that a focus for the next strategic plan should be revising the wellbeing programs and structures in place for students in Years 11 and 12.

Appendix 1: Focus for the Peer Review

Peer Review - Focus of the Review: Terms of Reference and Methodology

Viewbank College

North Eastern Region

School number:	8812
Principal:	Judith Craze
Year/semester of review:	2017, Semester 1
Review report due date:	July 24
Review report author:	Lucy Glover, Valad Solutions Pty Ltd

Accredited School Reviewer

Lucy Glover, Valad Solutions Pty Ltd.

Focus for the Peer Review

1.1 Terms of Reference

	Terms of Reference	Rationale
1	Mandatory FISO Terms of Reference: To what extent has the school been aligned with FISO? What evidence of implementation and impact is emerging?	Not required

2	To what extent does student voice have an impact on teaching and learning to inform teacher practice for improved student outcomes?	The panel sought to further investigate the ways in which students at the College are able to have a genuine voice and agency in their learning.
3	To what extent is there consistency in the way that lessons are delivered within the classroom, between domains and across the learning cohort?	The panel identified how the College can further develop their pedagogical practice for continued improvement in student outcomes as an area of further investigation.
4	How can VBC maximise student wellbeing and engagement in years 11-12?	The panel determined that there is a decline in student attitude to school data in Years 11 and 12, requiring further exploration.

1.2 Methodology

Timeline for the Peer Review

Date	Activity and Resources	Action Officer (title only)
Term 1 2017	Briefing to staff on upcoming review	Principal
Term 1 2017	Presentation of whole school data to staff, examination of alignment with FISO and collection of staff feedback	Principal
March 2017	School Council briefing	Principal
April 2017	Community focus evening	Principal
May 2017	Presentation to staff and College Council of findings for Pre-review self evaluation. Student forums. Drafting Pre-review self evaluation.	Principal
June 2017	Panel day	Principal, panel members and reviewer
Term 3 2017	Presentation to staff	Principal and SEIL
Term 3 2017	Presentation to school council	Principal
Term 3 2017	Submission of report	Reviewer

Panel Day Plan

Time	Purpose, including Terms of Reference that are being addressed (why are the specific activities being undertaken and how do they relate to the terms of reference?)	Activity (what specific activities will be undertaken and how will the activities be undertaken? e.g. Analyse the curriculum design, planning and policy documents through a focus group: What is working - why? What isn't - why not? What two suggestions would	Participants (who will be involved? title only - no names)

		improve the outcomes?)	
10.00am	Acknowledge the achievements of the previous strategic plan This review of Day 1 and 2 discussions provides the basis for the Terms of Reference foci.	The Principal and reviewer will present the agreed view on the outcomes of the school's achievements and any 'unfinished business' to be considered for inclusion in the new Strategic Plan.	Reviewer, Principal, SEIL, Challenge Partners, School Council President, Principal team
10.20am	Presentation of additional data	Principal team will provide additional agreed data relating to ToR 2, 3, & 4 for the panel to discuss.	Reviewer, Principal, SEIL, Challenge Partners, School Council President, Principal team
10.50am	Teacher and student focus group preparation	Panel to develop agreed questions to guide focus group discussions.	Reviewer, Principal, SEIL, Challenge Partners, School Council President, Principal team
11.00am	Morning tea		
11.15am	Teacher focus groups	Staff will be invited to attend the panel meeting to allow panel members to pose questions to them focused on TorR questions 2, 3 & 4.	School staff, Reviewer, Principal, SEIL, Challenge Partners, School Council President, Principal team
11.45am	Student focus groups This activity relates to the ToR question 2 and 3.	Small focus groups of students will be convened for panel members to pose questions to, focused on ToR 2, 3 & 4.	School students (years 9- 12), Reviewer, Principal, SEIL, Challenge Partners, School Council President, Principal team
12.15pm	Summary of focus group data	The panel will share an overview of the focus groups conducted. The panel will develop an agreed view on the outcomes against ToR questions 2, 3 & 4 for inclusion in section 1.2 of the review report.	Reviewer, Principal, SEIL, Challenge Partners, School Council President, Principal team
1.15pm	Lunch Break		
1.45pm	Focus on the future Development of possible goals, targets and key improvement strategies (KIS) for the school's new Strategic Plan (SP).	The panel will develop draft goals, targets and KIS for the new SP.	Reviewer, Principal, SEIL, Challenge Partners, School Council President, Principal team
3.00pm	Plenary	The Principal and Reviewer will provide details about the finalisation of the review report.	Reviewer, Principal, SEIL, Challenge Partners, School Council President, Principal team
3.30pm	Finish		

Review Panel Members

Name	Job title	Email Address
Judith Craze	Principal Viewbank College	Craze.judith.a@edumail.vic.gov.au
Silvana Sena	SEIL	Sena.silvana.s@edumail.vic.gov.au
Raffaella Galarti-Brown	Principal Northern College of Arts & Technology	Galarti-brown.raffaella.r@edumail.vic.gov.au
Judy Benny	Principal Rutherland Secondary College	Benney.judith.m@edumail.vic.gov.au
Damian Schulz	Council President	Damian.schulz@hotmail.com
Lucy Glover	Reviewer Valad solutions	Lucy.glover@valadsolutions.com.au

Signatures

School Principal:

Name (print): _____

Date: _____

Signature: _____

School Council President:

Name (print): _____

Date: _____

Signature: _____

School Reviewer:

Name (print): Lucy Glover Date: July 2017

Company: Valad Solutions Pty Ltd

Signature: Lucy Glover