Department of
Education & Training

State Government
Victoria

Peer Review Report
Highvale Secondary College
North Eastern Victoria Region

School number: 7918

Principal: Ian Watkins

School Council President: Fred Butcher

Review Company: National Curriculum Services

Accredited School Reviewer: Peter Fotheringham

Peers: Darren Trippett
                             Principal, Yarra Hills Secondary College

                             Ian Wallis
                             VASSP Projects Coordinator

                             Sharon Saitlik
                             DET Senior Advisor

Date of Review Meeting: 5 June 2015

Executive Summary

Highvale Secondary College, established in 1977, is a single campus, coeducational Year 7-12 College located in a residential neighbourhood in the eastern Melbourne metropolitan suburb of Glen Waverley. The College serves the areas of Glen Waverley, Nunawading and Knox with a specific bus service providing ready access to students to and from the College. Its current student population of approximately 986 students is drawn from a wide geographic area. The College is situated on extensive and well-maintained grounds with modern single storey buildings.

A comprehensive range of Victorian Certificate of Education subjects is offered to students in years 11 and 12. Some students in junior levels access VCE subjects through an acceleration program. The school also provides opportunities for senior students to access Victorian Education and Training (VET) subjects through partnerships with local providers as well as membership in the inner Melbourne VET cluster. A distinctive feature of the College is a vertically structured curriculum for students in Years 7 to 10, enabling students to select courses to match their interest, needs and abilities.

The Review Panel congratulates the College on its successes during the past four years. It particularly wanted to acknowledge and communicate to the college community the improvements in student outcomes that have occurred during the last strategic plan period.

The college has a clear improvement plan. It starts with a purpose 'to empower students to be active, motivated and independent learners working co-operatively and individually in order to prepare them for a digital and changing society.' The vision is complemented by core values of Respect, Responsibility, Resilience, Excellence and Integrity – values that provide norms for action, relationships and behaviours in everything the college does. A range of evidence-based strategies designed to continually improve teaching and learning across the college is aligned with achieving the vision. Teacher learning has focused on building capacity to implement its instructional model based on the DET e^5 domains of engage, explore, explain, elaborate and evaluate. These are used as a common lens for understanding and improving teaching in the school. The approach incorporates thinking curriculum techniques, information and communication technologies, interactive white boards and large LCD TVs. A learning management system COMPASS is used to facilitate effective communication across the school community.

An important contextual factor that potentially influences a school's performance is the background of its students. The February 2014 census enrolment of 960 is forecast by DET to increase by 100 in 2017. The 2015 Student Family Occupation (SFO) index of 0. 3138 places the college in the high category of schools as a relative measure of educational advantage. NAPLAN data reveal mean scores for Year 7 students entering the college have consistently been above those for the state. As a result there is an expectation that Highvale students will on average perform better that the state average benchmarks.

The DET student learning indicators do reveal Highvale has consistently achieved strong performance in comparison to statewide and similar schools benchmarks. The college mean scores for NAPLAN, VCE and Years 7-10 AusVELS are consistently greater than those for the state. NAPLAN Year 7 and 9 mean scores are in the top 20% of schools. The transition to further study and full-time employment performance indicator (2010-2014) has consistently been above the state median, and the level that might be predicted from student background characteristics – virtually at 100% of students.

The various indicators of student cognitive, emotional and behavioural engagement with schooling improved from 2012 to 2014. The 2014 student Attitudes to School Survey scores were generally in the top 25% of schools scores across the state. The average number of days absent per student for the whole college was reduced by 42% between 2012 and 2014 to be 12.86 days in 2014 – this represents a significant improvement.

College leadership makes it clear that its expectations for students are high, and that student outcomes, can improve even further. Within the comparatively good performance patterns, various student achievement data reveal that improved Writing outcomes will be a focus for the next strategic plan period.

The key take away from the panel discussion was affirmation of the college's current strategic direction. The college is well placed to build further improvements, with the panel very optimistic that positive outcomes will accrue from the current directions. The School Self Evaluation and panel discussions confirmed that in addition

to continuing with the initiatives that have shown both improvement and potential, the following be key focuses for the next strategic plan:

- Develop and embed a Whole College differentiated teaching and learning model that incorporates the use of data to inform teaching.
- Develop a coherent and consistently implemented whole college approach to literacy teaching and learning, with a focus on Writing.
- Review and refine the roles of the Teaching Teams and the use of Triads in implementing the differentiated instructional model (Writing as initial focus).
- Continue to build college capacity to deliver consistent high quality teaching and learning in the senior secondary levels
- Continue to refine and improve the Vertical Curriculum Structure.
- Ensure a whole of school framework for student engagement and wellbeing is in place and working.
- Strengthen transition programs at the Year 6-7 and Year 10-11 stages.

The Panel believes this review is an opportunity for the Highvale Secondary College community to celebrate its efforts and achievements.

1. Registration Requirements: Summary Statement
Highvale Secondary College

Signature of Reviewer: **Peter Fotheringham** *Date: 05/06/2015*

Name of Reviewer: Peter Fotheringham

Registration requirements to be met by all Government schools	*Is the registration requirement met?*		
SCHOOL GOVERNANCE			
• Democratic principles *Evidence provided to VRQA by the Department*			
• Structure *Evidence provided to VRQA by the Department*			
• Philosophy (eg. - SSP, AIP) • Statement of school philosophy • Explanation of how philosophy is enacted	Yes ☒	No ☐	
• Not-for-profit status *Evidence provided to VRQA by the Department*			
ENROLMENT			
• Student enrolment policy **(Specialist and Specific Purpose*[see below] schools ONLY)**	Yes ☐ N/A ☒	No ☐	
• Student enrolment numbers *Evidence provided to VRQA by the Department*			
• Register of enrolments *Evidence provided to VRQA by the Department*			
CURRICULUM AND STUDENT LEARNING			
• Time allocation per learning area (eg. Timetable) • Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development) • Outline of how the school will deliver its curriculum (eg. Scope and sequence) • A whole school curriculum plan (eg. Scope and sequence) • Documented strategy to improve student learning outcomes (eg. - SSP, AIP)	Yes ☒	No ☐	
• Monitoring and reporting on students' performance *Evidence provided to VRQA by the Department*			
STUDENT WELFARE			
Student welfare • Student Welfare policy and procedures • Bullying and Harassment policy and procedures	Yes ☒	No ☐	
Student safety • On-site supervision policy and procedures • Excursion policy and procedures • Camps policy and procedures • Ensuring safety and welfare of students with external providers policy and procedures	Yes ☒	No ☐	
Student care • Care arrangements for ill students • Distribution of medication policy and procedures • Anaphylaxis management policy and procedures • Register of staff trained in first aid • Record of student medical condition and management	Yes ☒	No ☐	
Additional evidence • Mandatory reporting policy and procedures • Accidents and incidents register • First aid policy and procedures • Internet policy and procedures	Yes ☒	No ☐	

• Critical incident plan • Emergency management plan • An outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community • Emergency bushfire management					

DISCIPLINE					
• Behaviour management policy and procedures (including procedural fairness and an explicit statement prohibiting corporal punishment) • An outline of how the school communicates these policies and procedures to the school community	Yes	☒	No	☐	

ATTENDANCE MONITORING	
• Attendance monitoring	*Evidence provided to VRQA by the Department*
• Attendance register	*Evidence provided to VRQA by the Department*

STAFF EMPLOYMENT				
Teachers' requirements • Register of all teachers with name, VIT registration number and category	Yes ☒	No ☐		
Compliance with Working with Children Act 2005 • Procedures to ensure that all required staff have *Working with children check* • A *Working with children check* register • Procedures to maintain the *Working with children check* register	Yes ☒	No ☐		

SCHOOL INFRASTRUCTURE	
• Buildings, facilities and grounds	*Evidence provided to VRQA by the Department*
• Educational facilities	*Evidence provided to VRQA by the Department*

OTHER REQUIREMENTS	
Information about school performance	*Evidence provided to VRQA by the Department*
• Registration of an additional year level or campus	*Applicable only when required*
• Changing a school type or location	*Applicable only when required*

Additional registration requirements to be met by schools offering a <u>senior secondary</u> course or qualification (VCE / VCAL / IB)					
Student learning outcomes • Current student and staff handbooks • Sample student learning sequence • Procedures and documentation to indicate staff have been provided with current and accurate information • Policies and procedures to enable compliance with the awarding body	Yes	☒	No	☐	
Student records and results • Policies and procedures to maintain accurate student records • Policies and procedures to undertake an annual analysis of records and results • Policies and procedures to monitor patterns of student participation and completion rates	Yes	☒	No	☐	
Student welfare • Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs	Yes	☒	No	☐	
Teaching and learning • Qualified and competent staff to teach and assess the class • Suitable teaching resources and physical facilities to provide the course • Processes to ensure consistent application of assessment criteria • Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments	Yes	☒	No	☐	