PRELIMINARY VISIT REPORT

FOR

Essendon North Primary School
Victoria, Australia

Visit Dates: 18th to 21st February 2014

Preliminary Visitors:

Ray Davis
CIS
Associate Director School
Support & Evaluation Services

Catherine Lockhart
Deputy Head of College
Woodcroft College
South Australia

This report is based on information and opinions supplied by the school as well as the observations made by the Visitors while on site. Given the small number of visitor-days involved, this report cannot be expected to be as comprehensive or thorough as the reports that will arise from the future Self-Study Process and the full Team Visit.

The overall aim of the present report is to support and guide the school during the early stages of the accreditation process.
PART THREE

FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF ESSENDON NORTH PRIMARY SCHOOL

The School’s Strengths

Apart from the high quality of the Preliminary Visit Report which has been commended elsewhere in this report, the Visitors found many positive features at Essendon North Primary School, of which some of the most important are:

• The school's very evident commitment to school improvement

• The lively and highly productive professional staff dialogue concerning curriculum design, curriculum delivery and student learning. Teachers and school leaders demonstrated great enthusiasm towards continuous curriculum improvement.

• The overriding ethos in which the qualities of respect, care, purposefulness and enjoyment form an integral part of a rigorous and vibrant learning community.

• The talented, professionally dedicated staff who are willing to make extra efforts on behalf of the students.

• The emphasis that is placed upon knowing each student as an individual.

• The strong visionary leadership of the school

• The enthusiasm of the students, their embodiment of the school values and their engagement with learning.

• The School Council which takes its role very seriously, provides an active contribution to the life and directions of the School and demonstrates a clear commitment to continuous improvement

• The Friends of Essendon North’s exceptional support for the school.

Key Areas Needing Attention

During the Self-Study period, the school will need to address all the Standards and Indicators. The Visitors’ comments and suggestions for action in all parts of this report will help the school to prioritise its efforts.

Above all, the school should address the following key areas.

Related to Section A School Guiding Statements

• As a priority, utilise the opportunity afforded by the self-study to involve the whole-school community in the review and revision of the School’s Guiding Statements

• Devise methods to ensure that the school community fully understands and endorses the revised Guiding Statements.

• Formulate and implement methods by which it will be possible to measure the extent to which the school is successful in achieving the revised Guiding Statements.
Complete the work on developing a contextually appropriate definition of international/intercultural learning designed to drive student learning.

**Related to Section B Teaching and Learning**

- Develop a comprehensive set of Guiding Statements, ensuring that once they have been articulated that they are clearly reflected in the teaching and learning policies and the actual teaching and learning which goes on in the classroom.

- Review the school’s policy and provision of LOTE programs.

- Ensure that there are Professional Development opportunities and support to develop teachers’ capacity to differentiate for both those students needing intervention and those students needing extension.

- The school find ways to engage the increasingly diverse school community in sharing their ideas and experiences with the students at the school.

- Investigate ways of providing more technical support for technology in the school so as to free up time for the IT specialists to work with teachers in practically integrating technology into their teaching and learning.

- Once the Guiding Statements are reviewed ensure that they are aligned with the clear sense of purpose the school has around the use of evidence based assessment to inform teaching and learning.

- Explore ways of informing parents on learning intentions and success criteria and the use of rubrics.

**Related to Section C Governance and Leadership**

- It is essential that the School Council play an active part in the review and revision of the Guiding Statements.

**Related to Section D Faculty and Support Staff**

- The school continues to make every effort to increase levels of rigour to ensure that all students are appropriately engaged and challenged.

- Ensure that the Performance and Development Review is applied in a systematic way across the school.

**Related to Section E Access to Teaching and Learning**

- The leadership team create further opportunities for dialogue with teachers as to how best meet the needs of students with special learning needs, both intervention, extension/enrichment and EAL.
• The leadership team review the recommendations from the transition Professional Learning Inquiry and implement actions where appropriate. Particularly in relation to formalising the enrolment process for students entering the school outside of the normal school start dates.

• The school review the operation and supervision provided for the school’s first-aid room.

Related to Section F

• The leadership team and teachers investigate ways of providing service learning and leadership opportunities for students outside of the school’s immediate environment.

• The school align complementary programs with the Guiding Statements and definition of global citizenship once they have been developed.

• The Leadership Team investigate ways to better communicate to teachers the pedagogical and philosophical reasoning behind decision making.

Related to Section G Operational Systems

• The School Council, in conjunction with the leadership team and DEECD, develop a site and building master plan which details long term planned facilities and grounds development and maintenance.

• As a priority the school leadership, in conjunction with the School Council and DEECD investigate the installation of a centralised fire alarm system which can be activated from anywhere on the campus.

The Visitors’ Overall Recommendation and Suggested Timeline

The Visitors therefore have no hesitation in recommending that Essendon North Primary School be given leave to proceed to the next stages of the re-accreditation process following this timeline:

<table>
<thead>
<tr>
<th>Suggested Timeline – Essendon North Primary School</th>
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<tbody>
<tr>
<td>Immediately</td>
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<tr>
<td>Commence review of Guiding Statements</td>
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<td>Formalise Steering Committee and initiate the school survey</td>
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<tbody>
<tr>
<td>May 2014</td>
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<tr>
<td>Commence work on the Self-Study</td>
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<tbody>
<tr>
<td>31\textsuperscript{st} August 2015</td>
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<tr>
<td>Complete and distribute the Self-Study</td>
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<tr>
<td>10\textsuperscript{th} October to 16\textsuperscript{th} October 2015</td>
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<tr>
<td>Host the Team Visit</td>
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### Suggestions concerning the Future Visiting Team

#### Recommendations on the Composition of the Future Visiting Team to Essendon North Primary School

(Following discussions between the Preliminary Visitors and the School Executive)

<table>
<thead>
<tr>
<th>Number of team members</th>
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<tbody>
<tr>
<td>Number of campuses to be covered</td>
<td>1</td>
</tr>
<tr>
<td>Student age range</td>
<td>P-Y6</td>
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<tr>
<td>Curriculum</td>
<td>AusVels / PYP</td>
</tr>
<tr>
<td>National curriculum cover required?</td>
<td>Australian</td>
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<tr>
<td>Languages to be covered by bilingual team members</td>
<td>NIL</td>
</tr>
<tr>
<td>Any country/city vetoed?</td>
<td>NIL</td>
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| Special Emphases (if any) | PYP  
Victorian  
Primary  
Australian Curriculum |

#### Closing Remarks

The Visitors would like to thank everyone at Essendon North Primary School and, in particular, The Principal, Scott Mullen, Assistant Principals, Kate Barletta and Margo Edgar and the members of the staff, for the excellent hospitality received and the thorough co-operation and commitment to accreditation that was apparent both before and during the Preliminary Visit.

It should be noted in this section of the report that the Preliminary Report submitted by the school was of an exceptionally high standard and was more than effectively supported by the comprehensive documentation that was presented to support the school’s own reflections. Indeed, and as mentioned to the faculty, the documentation submitted to the Visitors was of the kind that would be expected to support a Self-Study as opposed to a Preliminary Visit, and this level of analysis will no doubt stand the school in good stead as the school prepares its Self-Study.

The Visitors trust that the school’s relationship with CIS will assist in on-going institutional improvement.

Respectfully submitted to CIS on 25th February 2014

Ray Davis  
CIS

Catherine Lockhart  
CIS