School Review Report for
Tyabb Railway Station Primary School
Southern Region
Policy and Professional Practice Division
Department of Education and Early Childhood Development

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<th>School number:</th>
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<tr>
<td>Principal:</td>
<td>Carole Mayes</td>
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<td>School Council President:</td>
<td>Jennifer Mialitsis</td>
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<td>Type of Review:</td>
<td>Continuous Improvement Review</td>
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<td>School Reviewer:</td>
<td>Doug Robb</td>
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<td>Date of Review Meeting at school:</td>
<td>May 29\textsuperscript{th}, 2012</td>
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<td>Date of this Report (final version):</td>
<td>July 3, 2012</td>
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1. Executive Summary

The achievements of Tyabb Railway Station Primary School over the review period 2009 to 2011 reflect the excellent work undertaken by the school Principal, the school staff, the School Council and the wider school community to enhance the educational opportunities for students through the development of policies and programs designed to meet the needs and interests of all students at the school.

Tyabb Railway Station Primary School has achieved significant improvement in the area of Student Learning over the review period in the National Assessment Program Literacy and Numeracy (NAPLAN) performance and in the Teacher Judgements against the Victorian Essential Learning Standards (VELS). An excellent outcome was achieved for Writing in 2010 when the School Mean Growth for the Matched Cohort exceeded the State Mean. The school exceeded the Strategic Plan Target for the proportion of students above the expected standards for Literacy in the Teacher Judgements against the VELS. This result is a strong indicator of the success the school’s approach to the delivery of the core Literacy and Numeracy program through daily, timetabled, structured ability groups. The school also exceeded the Strategic Plan target for student responses to Principles of Learning and Teaching (PoLT) Student Perception Survey where 97% of students indicated their needs, interests, backgrounds and perspectives were represented in the curriculum program.

Much of the data in relation to Student Learning is variable over the period of the review and it appears that the small size of the student cohorts and the influx of students in Years 3-6 limits the capacity to clearly identify the level of progress that has been achieved. The Teacher Judgements against the VELS indicate teachers are increasingly recognising the range of ability range of their students but there is still a need for a greater level of consistency of judgement to accurately gauge the achievement levels of students as they progress through the school.

Tyabb Railway Station Primary School is to be commended on the provision of a wide range of professional learning programs designed to develop the capacity of teachers. A strong focus has been placed on teachers working in teams to improve assessment practices and differentiate the curriculum to meet student needs more effectively. In addition convincing evidence was presented to the Review Panel that the involvement of teachers in a specialist teaching role in addition to their classroom role had significantly enhanced the school program and stimulated the enthusiasm of teachers.

A clear strength of the school over the review period has been the enhanced use of computer technology in the learning program with the provision of interactive white boards, the access to computers and the student use of the Ultranet.

The school is to be commended on the progress that has been made in improving the quality of the school climate. An outstanding improvement has been achieved in the responses in the student Attitude to Schools Survey (ATS Survey), the Parent Opinion Survey (PO Survey) and the Staff Opinion Survey (SO Survey). The School has exceeded the Strategic Plan targets in the area of Student Engagement and Wellbeing and this result is consistent with the strong anecdotal evidence presented in the Review Panel that the quality of learning environment, the delivery of the school learning program and the learning culture of the school have improved significantly over the period of the review.

A clear strength of the school has been the development of an effective Wellbeing and Engagement Policy that clearly outlines expectations for all members of the school community. The policy has been effectively implemented across the school to create a positive classroom culture where students have a clear role in sharing the ownership of their learning environment. In addition the school has a range of programs in place to support the welfare needs of students and families and it has adopted the “Kids Matter” and the Alannah and Madeline Foundation buddies program.

Tyabb Railway Station Primary School is to be commended for the work that has been undertaken in the area of Student Pathways and Transition. PO Surveys results indicate effective links have been established with Kindergartens and Preschools. The school’s program of transition activities ensures the successful transition of students from kindergartens and child care centres into Prep and the school’s involvement with local secondary schools ensures students successfully progress to their chosen secondary school after the completion of Year 6.
Over the review period the school has developed a publicity and marketing strategy to promote the image of the school and build community awareness of the quality programs provided by the school in order to increase school enrolments. The recently constructed and refurbished school buildings combined with the charm of the remaining original classroom have created a very attractive learning environment that complements the quality of school programs and should help ensure successful growth in the coming review period.

**Recommended Goals Targets and Actions Student Learning**

**Goal:** To improve student learning outcomes through a focus on Literacy and Numeracy across the school.

**Targets**
- By the end of the review period to achieve a matched cohort growth from Years 3 to 5 of: 90.7 for Reading, 83.9 for Writing and 90.7 for Numeracy.

**Strategies:**
- To enhance the effectiveness of the school leadership through a focus on improving teacher capacity.
- A Professional Learning Program to be developed to focus on improving teacher capacity and expertise to focus on the improvement of middle to high achieving students.
- Improve assessment practices.
- Develop a personalised learning program/curriculum strategy to be implemented across the school.

**Actions**
- A whole school pedagogical plan to be developed.
- The teacher Professional Review process to focus on improving teacher practice and to include teaching staff throughout the school participating in classroom visits.
- Professional Learning programs to include:
  - Literacy /Numeracy teaching strategies;
  - Enhanced Assessment practices;
  - Differentiation of the curriculum and Personalising learning;
  - A focus on the improvement of middle to high achieving students and
  - Continued professional learning in spelling, writing text types and sound literacy teaching strategies.
- Continue working with Monash University on the Getting Ready in Numeracy (GRIN) program on how to best support students to develop sound skills in working mathematically, use multiple strategies to solve problems and use mathematical language.
- Improve consistency of teacher judgements through moderation, triangulation of data NAPLAN, On Demand Testing (ODT), teacher class assessments.
- Strict adherence to the assessment schedule, moderation practices and common instructional language across the school.
- Focus to include providing timely and explicit feedback to students.

**Recommended Goals Targets and Actions Student Engagement and Wellbeing**

**Goal:** To enhance student learning outcomes across the school through a focus on improving student motivation, student safety and student connectedness to the school.

**Target:**
- To achieve the following results in the ATS Survey by the end of the review period: School Connectedness 4.73, Student Motivation, 4.80, Student Safety, 4.62.
- Student Absence to be at or below the state mean over the period of the review.
Strategies:
• Evaluate and refine the whole school approach to student engagement and wellbeing through the promotion of expectations. Provide a special focus on student motivation and student safety.
• Continue to embed the Kids Matter program and provide programs to develop student connectedness with the school.
• Investigate and unpack feedback data with staff, student and parents and devise appropriate action plans to address issues that may arise.
• Continue to provide opportunities for parents and community members to be involved in the school.

Actions
• Review the student wellbeing and engagement policy to ensure it is consistent with and reflects the pedagogical master plan.
• Promote the vision, values, purpose, expectations, rights responsibilities and common language across the school.
• Continue to implement whole school buddy program.
• Refine the sustainability program.
• Expand student activities program lunchtime and after school.
• Develop a process for the analysis of student feedback data with staff.
• Continue to develop programs such as the Friday morning breakfast club to encourage parent involvement with the school.

Recommended Goal Targets Strategies and Actions Student Pathways and Transition

Goal: To improve student outcomes by ensuring all students make a successful transition into the school, through the key school transition stages and confidently progress to their chosen secondary school.

Target: To be at or above the 75th percentile for Transition in the PO Survey over the period of the review.

Strategies:
• Review and Refine the Kindergarten to Prep (K-P) transition program.
• Review and refine the program for engaging new families in the school community culture.
• Ensure new students in Prep are well supported as they make their transition into the social environment of the school.
• Develop a comprehensive program of In school Transition.
• Expand the Year 6-7 Transition Program.

Actions
• Enhance developing links with kindergartens and preschools, marketing the schools programs provision and receipt of information. The program of visits, the provision of prep show bags, enrolment packs and the organisation of school tours.
• Monitor feedback on the effectiveness of the transition program PO Survey/School survey.
• Host twilight picnic for new families early in the year. The Parents and Citizens (P&C) Association to utilise their class parents program to initiate a meeting with new families.
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• Continue with the very effective Buddy program in conjunction with the Alannah and Madeline Foundation.
• Instigate a formal internal transition program with a particular emphasis from Year 2 to Year 3 and Year 3 to Year 4.
• Digital Portfolios student document work sample progress to supplement teacher information.
• Years 6-7 Transition Current Year 6 teacher to work closely with the transition co-ordinators of local secondary schools to provide a comprehensive transition program for Year 6 students. Teacher to be released for 5/6 transition, teachers attend Early Years /Middle Years meetings.
• Expand Curriculum links with neighbouring secondary schools through Innovation Language Provision in Clusters (ILPIC) (Indonesian).
2. Methodology

The Reviewer made contact with the principal of Tyabb Railway Station Primary School and arranged a convenient date for the pre review visit and the Review Day.

The proposed date for the Review Day was confirmed as of May 29, 2012 by Leonie Campbell the Regional Network Leader for the school.

The pre review school visit was conducted on Tuesday of March 27, 2012. The reviewer met the principal, Carole Mayes, who provided an outline of the recent history of the school, introduced various members of the leadership team and provided a tour of the school grounds and buildings. The organisation of the Review Day program was discussed and the reviewer was provided with a copy of available data for consideration in the review process. The School Self Evaluation (SSE) was made available to the reviewer well before the Review Day together with a schedule of the Review Day program.

The following documents were made available to the Reviewer for the school review.

- Tyabb Railway Station Primary School SSE plus appendices A to D
- Tyabb Railway Station Primary School Level Report (SLR) 2011
- Tyabb Railway Station Primary School Strategic Plan (SSP) 2009-2011
- Tyabb Railway Station Primary School Annual Implementation Plan (AIP) 2012
- Tyabb Railway Station Primary School Student ATS Survey 2011
- Tyabb Railway Station Primary School SO Survey
- Tyabb Railway Station Primary School PO Survey

The Review Day was conducted on Tuesday, May 29, 2012 and the following panel members participated in the review discussions.

Leonie Campbell          Regional Network Leader
Carole Mayes             School Principal
Jennifer Mialitis        School Council Representatives
Glen Slocombe            School Council Representative [Past]
Emma Slater              Leading Teacher Curriculum
Robyn Randall            Education Sub committee
Narelle MacNab           ILPIC Language Other Than English (LOTE)
Ian Slater               GRIN Maths
John Graham              Wellbeing Co-ordinator –Kids Matter
Kristy Chambers          Kids Matter
Tim Mc Eachern           Health and Physical Education
Sue Kirkpatrick          Performing Arts
Narelle Johnson          Junior School Transition
Rebecca Bastow           Junior to Middle School Transition
Vikki Buchan             Business Manager
3. School Context

Tyabb Railway Station Primary School is located a short distance from the Tyabb township on the Frankston Hastings road in the northern eastern end of the Mornington Peninsula. The school is over 105 years old and still retains the heritage and charm of the era with its original classroom and recently acquired new buildings set in a semi rural environment.

The school is dedicated to the provision of a quality education for students, delivered in a positive, supportive and challenging learning environment. The SSE p8 indicates the school has undergone a process of community consultation in relation to redefining the school values and purpose and states, **Our purpose is to provide a safe, supportive and enriching learning environment, where excellence is promoted through the implementation of quality educational programs, allowing our students to become lifelong learners with a developed social and environmental conscience.**

The school indicates in the SSE p7 it aims to maximise the educational opportunities and learning outcomes of students and promotes positive self-esteem and the attainment of personal best in a supportive yet challenging environment through high quality and differentiated educational programs. The School maintains a strong focus on Literacy and Numeracy programs complemented by an inquiry based curriculm that is child centred and based on the inquiry learning model. In addition Tyabb Railway Station Primary School prides itself on being a “KidsMatter” school.

The demographic profile of the school has been variable over the period of the review. The Student Family Occupation (SFO) density increased from 0.56 in 2008 to 0.7 in 2009 and in 2011 it was reduced to 0.63. In addition the school has experienced a high level of student transience and it appears these two factors has had considerable impact on the performance of the school over the period of the review.

The SSE p7 indicates of the students currently enrolled at Tyabb Railway Station Primary School, only 64% of students began their school life at Tyabb Railway Station Primary School (TRSPS) with 36% beginning their school life in another setting. Of the students in Years P-2, 80% began at TRSPS. However, of the students in Years 3-6, only 48% began at TRSPS and 52% began their Primary School life at another setting.

After a period of decline the student enrolments have increased over the review period from 100 in 2010 to 132 in May 2012. The students are mainly drawn from Tyabb, Somerville and Hastings. The SSE p7 also points out enrolments have been boosted by a significant increase in the number of Naval families enrolling students at the school.

The staffing profile for 2012 includes the Principal, 6 Equivalent Full Time (EFT) classroom teachers of which 5 are fulltime and 2 partime. In addition, there are 3 part time specialist teachers in the areas of Visual Arts, Performing Arts, Indonesian and Health and Physical Education. The non teaching staff include 2 Administrative staff, 2 Integration Aides, 1 Class Assistant, one part time LibrarianTechnical and a Visiting Teacher who is attached to the school. In the past twelve months, following retirements and school growth, nine new members of staff have been employed by the school.

Tyabb Railway Station Primary School provides 6 classes that are all composite grades due to the small size of the student cohorts. The school’s core learning and teaching program is based on VELS and in addition a strong specialist program is provided in Health and Physical Education, Visual Arts, Performing Arts, Information and Communication Technology (ICT), Thinking Skills, Science and LOTE Indonesian.

The school places a strong emphasis on the importance of the home-school partnership and a high level of parent support has been achieved with parents responding positively to the concept of “learning team” promoted and practised by the school. The SSE p8 indicates the School Council has been very supportive of the school program and ensures the school is well resourced and student learning is supported in a technologically rich environment. In addition to computers, all learning spaces have interactive whiteboards.

The SSE p8 outlines the significant facilities upgrade that has been achieved over the period of the review. While some school funds have been expended the major source of funding for major projects have been from outside sources. The National Schools Pride contributed to new fencing, furniture and a desperately needed upgrade of the Administration building. The Building the Education Revolution program saw the demolition of four classrooms and replacement with three classrooms and a project space pod. In 2011-12, the state government funded building of a multi function space replacing two 1960’s portable buildings.
4. Evaluation of Performance

Student Learning

Tyabb Railway Station Primary School Strategic Plan 2009 to 2011 outlined the following goals and targets for Student Learning:

Goals:

- To improve the student achievement for all students P-6 in English with a particular focus on writing and spelling.
- To strengthen student motivation and engagement through enhancing students’ interdisciplinary skills of thinking, use of ICT, Digital Computer Technology (DCT) and Communication.

Targets:

1. Increase the percentage of students achieving above the expected standards assessed by teachers in Reading, Writing and Spelling across the School, to 15%.
2. To be consistently at or above a NAPLAN mean score for the state, in Year 3 and Year 5, in Reading Writing and Spelling.
3. Ensure that less than 5% of students at each year level are assessed as well below the expected standards in Reading and Writing.
4. Ensure that the School’s performance in both NAPLAN and teachers’ assessments be above or at the high end of the SFO range.
5. Within the PoLT student Perceptions Survey, PoLT 3 - Students’ needs, backgrounds, perspectives and interests are reflected in the learning program, be at 80% agreement.

Tyabb Railway Station Primary School has identified Key Improvement Strategies in their School Strategic Plan. The strategies included fully embedding the school model for Performance and Development Culture including the adoption of the e5 Enquiry Learning Model for curriculum planning and implementation, strengthening the analysis and use of student performance data to track students learning and encouraging teachers to adopt a pedagogy based on the use of the Principles of Learning and Teaching (PoLT). Teaching and Learning strategies included a focus on developing comprehension skills in Years 2-6, strengthening the use of interactive learning technologies, extending and challenging the more capable students with rich tasks and engaging the school community in practices that reflect learning for the future.

What student outcomes did the school achieve?

Tyabb Railway Station Primary School outcomes in the area of Student Learning have been variable over the review period. There is clear evidence of improved performance in the Teacher Judgements against the Victorian Essential Learning (VELS) and in NAPLAN data but the lack of consistency within both sets of data makes an overall assessment problematic. There is evidence to suggest that the small size of the student cohorts and student transience have contributed to the variability of the data over the review period.

It is pleasing to see the Tyabb Railway Station Primary School has successfully met the Strategic Plan target for the Teacher Judgements against the VELS. The 2011 SLR indicates in excess of 15% of students were judged against the VELS standards to be above the expected level for Reading and Writing although the school has not reported against Spelling over the period of the review. While Reading has remained strong Writing has improved from 19% in 2009 to 27% in 2011.

The Teacher Judgements against the VELS data for Prep-6 combined over the three years from 2009 to 2011 indicate less than 10% of students are below the expected level, 50% to 80% are at the expected level and between 20% and 40% are above the expected level. There is a notable trend of an increasing proportion of students to be above the expected level in 2011 and that is most apparent in Reading, Speaking and Listening and Number.
In both the Literacy and Numeracy Teacher Judgements the school means have been close to and in some instances exceeded the state means and in most year levels the school means have exceeded the SFO percentile range. Tracking cohorts over review period indicates an increasing tendency for cohorts to be spread across the levels of performance from A to E. This is illustrated by the 2009 Year 3 cohort where 100% of students are at the expected level for Number in 2009 and in 2011 the same cohort has 17% below and 28% above the expected level. In Reading there is an increase in the proportion above the expected level of 62% from Year 5 in 2010 to Year 6 2011. In general, there appears to be considerable variability in teacher judgements over the three years.

It should be noted that the interpretation of the school NAPLAN results over the review period is limited to some degree by the small size of the student cohorts. In the Year 3 cohorts there were 15 or less students and in Year 5 there were 19 students or less students over the period of the review.

The school’s NAPLAN results for Reading at Year 3 and 5 are variable from 2008 to 2011 with a tendency to decline across the four years except for an improved result at Year 3 in 2011. The school means have declined from close to the state mean in 2009 to below the state means at both Year 3 and 5 in 2010 and 2011 and at the lower end of the School SFO percentile range.

The pattern of decline at Year 5 has also been associated with an increasing proportion of students below the expected level with 40% below expected in 2011. In addition there has been a trend of an increasing proportion of students above the expected level with 27% above in 2011. It should be noted that the cohort size for Year 5 in 2011 was only 15 students.

It is pleasing to see stronger elements of school performance in NAPLAN Writing over the period the review. In 2010 the School Mean Growth for the Matched Cohort 2008 -10 exceeded the state mean. In general the school means for Writing have remained a little below the state mean and within the SFO percentile range except in 2011 in Year 5 where a half of the students are below the expected level and there is a notable decline against both the state mean and the SFO percentile range. There is a strong improving trend in Year 3 Writing over the three years with no students below the expected level and 45% above the expected level in 2011.

Numeracy shows considerable variability across the four years of data. The matched cohort growth for 2008 to 2010 shows negative growth of approximately -40 but the 2009 to 2011 cohort shows growth of +80 close to the state level. At Year 3 in most years the school mean is close to the state mean and exceeding the SFO percentile band but in Year 5 the school mean has been below the state mean and below the SFO percentile range except for 2009 when it exceeded both the state mean and the SFO percentile range.

The Strategic Plan NAPLAN target of matching or exceeding the state mean in Literacy has not been met over the review period however the target of being above or at the high end of the School SFO percentile range has been achieved in all but one measure and partially met in 2010 and 2011. In the opinion of the reviewer the former target of matching the state mean was unrealistic given the context of the school however the SFO target was a more realistic objective.

As indicated above there is considerable discrepancy between the trends observable in the NAPLAN data and the Teacher Judgements against the VELS. This is evident in both Reading and Numeracy where the decline in NAPLAN at Year 5 over the review period is not reflected in the VELS data and in general the NAPLAN data indicates higher proportions of students are both above and below the expected level. It should be noted that the declining trend in Year 5 writing is evident in both sets of data.

It is pleasing to see the school has exceeded the Strategic Plan Target in relation to the PoLT student perception survey and achieved a very positive result of 97% agreement that their needs, backgrounds, perspectives and interests are represented in the school learning program (SSE p10).

It is also pleasing to see the positive student responses in the Teaching and Learning variables of the student ATS Survey. The school level responses for most variables are in the third and fourth quartile in 2011 with an improving trend apparent over the review period. There is some gender variation with the male responses at Year 6 considerable stronger than females in 2011. Staff responses in the 2011 SO Survey are very positive with all variables recording results in excess of
75% except for Work Demands. The PO Survey in 2011 indicates responses for most variables close to 75% except for Student Motivation at 25%.

Why did the school achieve/not achieve improved student outcomes?

Tyabb Railway Station Primary School has achieved a variable performance in the area of Student Learning over the period of the review. The Review Panel discussed a number of factors that have contributed to the challenge in the area of student learning and affected achievement of student outcomes.

The SLR indicates there has been an increase in the SFO density over the period of the review from 0.56 in 2008 to 0.70 in 2009 followed by a decline to 0.63 by 2011. The relatively low socioeconomic status of the school has been linked with issues related to student absence and this was particularly apparent in the 2008 Year 3 cohort as it progressed through the school to Year 6 in 2012. The school also reported problems associated with low levels of parent support in some families at the school.

The SSE indicates on p 7 that in 2012 64% of students began their school life at Tyabb Railway Station Primary School and the 36% beginning their school life in another setting. In addition of the students in Years 3-6 only 48% began at Tyabb Railway Station Primary School and 52% began at another setting. School representatives in the Review Panel indicated that the many of the students who had enrolled in Years 3-6 had left their previous school following unsuccessful school experiences and their parents had sought a smaller school that provided a supportive school learning environment.

The low cohort numbers and the influx of students in the upper year levels may account for some of the variable data in the school NAPLAN results. With low numbers of students in the year level cohorts a small number of additional students with low level skills may have had a considerable impact the data. This may account for the discrepancy between the strong result of the 2010 Year 5 cohort in Writing where over half of the cohort was above the expected level and only 11% of students were below the National Minimum Standards (NMS) and the 2011 cohort, where half of the cohorts are below the NMS. It appears that the 2010 cohort had one additional student from Year 3 to 5 whereas the 2011 Year 5 cohort has an additional 6 students in a cohort of 16. As indicated above, the school performance in Writing in 2010 was very strong. When the school’s mean for the matched cohort growth for the 2008-2010 cohorts exceeded the state mean. This is an excellent performance and reflects very positively on the effectiveness of the school programs. Unfortunately no data was available in the SLR for the 2009 to 2011 cohort. Clearly the matched cohort growth data for this school provides a clearer indication of performance than the school mean because this data is not impacted by the influx of weaker students from other schools.

School representatives in the Review Panel indicated that over the review period the school has strengthened the use of data analysis and all teachers’ tracks student progress through the SMaRT assessment and reporting program. The Teacher Judgements against the VELS appears to reflect the impact of this initiative in 2011 data where there is an increased proportion of students judged to be above the expected level in much of the data. In the opinion of the reviewer there may need to be further work in this area in relation to improving consistency of teacher judgements of student performance.

School Representatives outlined the effectiveness of the initiatives that have been undertaken to improve reading comprehension skills across Years 2-6. This includes the use of the Torch and Probe Reading Tests in Years 2-6 and the use of the online Lexile Reading and Comprehension Program for independent learners. In addition ability based Literacy Groups provide reading instruction and explicit comprehension skills and provide opportunities for effective teacher assessment and feedback.

Compelling evidence was presented in both the SSE and by school representatives in the Review Panel of the improvements in student learning that has been achieved by the school over the course of the review period.

The past school Council President, who has had a long association with the school, attended the Review Panel and described how the effective leadership of the current school Principal, appointed at the beginning of the review period, has positively influenced the quality of the schools learning culture. He indicated that under her leadership a high priority has been accorded to improving the capacity of the teaching staff through a broad range of professional learning programs.
The SSE p10 indicates teachers have attended external programs such as Language Enrichment Arts Program (LEAP), GRIN and the school has been working with Professor Patrick Griffin from the Assessment Research Centre to improve assessment practices across the school. In addition, school representatives in the Review Panel discussed the range of strategies adopted by teachers for improving assessment practices developed through professional learning programs provided in staff and team meetings. The strategies include the use of online adaptive testing, the use of the SMaRT program recording and tracking individual student progress and a school wide assessment schedule.

Evidence was presented to the Review Panel indicating significant improvement had been achieved through daily timetabled Literacy and Numeracy programs that enabled ability groups to be created across classes. School representatives indicated this initiative had helped to create a more open team approach across the staff that provided the capacity to work together on moderating assessments of student work and developing consistent curriculum approaches. A key improvement initiative has involved all teachers in adopting a dual classroom and specialist teaching role. Teachers have had the opportunity to teach in an area of special interest and this has helped to enrich the teaching program and it has enabled teachers to work with all students across the school. The developments outlined above are an indicator that the school is working effectively to address the learning needs of students.

In the opinion of the reviewer the results of much of the valuable work that has been undertaken over the review period has not yet been reflected very strongly in the NAPLAN results apart from the 2008 - 2010 cohort growth data as discussed above. It is highly likely however that the impact will become more evident over the next review period. The positive impact of the improved teacher pedagogy has been evident in the PoLT Student Survey data SSEp10 with 97% of students responding that their needs, interests, backgrounds and perspectives are represented in the curriculum. In addition the very strong student survey responses to the Teaching and Learning variables, Teacher Effectiveness, Teacher Empathy, and Stimulating Learning reflect very positively on the quality of the teaching and learning program of the school. The SO Survey indicates a high level of school leadership and staff professionalism all areas of the survey and success in embedding the schools approach to the development of Performance and Development Culture. In addition parents have indicated a high level of satisfaction in the most of the variables in the PO Survey.

It is pleasing to see the school has made a strong commitment to the use of ICT in the teaching and learning program. Interactive white boards have been provided in all teaching areas, a high level of computer access has been provided for students and video conferencing has been employed to support the teaching of LOTE Indonesian in co-operation with a nearby Secondary School. The SSE on p11 indicates the school has been identified as an Ultranet school and on Review Day an impressive group of students demonstrated to the Review Panel how well they were able to use the Ultranet to complete personalised learning tasks.

What can the school do in the future to continue to improve?

Tyabb Railway Station Primary School has established successful teaching and learning approaches in the core areas of Literacy and Numeracy and the school program has been enriched through the development of specialist programs across the school. It is recommended that the school proceed with the development of a whole school pedagogical plan to improve teacher practice and improve the consistency of teaching approaches across the school. It is recommended that there continues to be a strong focus on teacher professional learning and that this should continue to focus on improving the accuracy and consistency of teacher judgements of student progress. This process will assist in the development of a more personalised approach to learning with more accurate feedback to student on their performance.
### Goals
To improve student learning outcomes through a focus on literacy, numeracy across the school.

### Targets
By the end of the review period to achieve a matched cohort growth from Years 3 to 5 of:
- 90.7 for Reading.
- 83.9 for Writing.
- 90.7 for Numeracy.

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<th>Suggested Actions</th>
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**Student Engagement and Wellbeing**

**What student outcomes was the school trying to achieve?**

The Tyabb Railway Station Primary School Strategic Plan outlines the following goals and targets for the area of Student Engagement and Wellbeing:

**Goal**

To strengthen students’ sense of connectedness to their teachers, their peers and the school and promote a stronger sense of their engagement in their learning.

**Targets**

- Within the Students ATS Survey, increase the responses for Teacher Effectiveness, Connectedness to School, Connectedness to Peers and Student Motivation to 75%.
- Within the PO Survey, increase the responses for Connectedness to Peers, School Connectedness, Behaviour Management, Student Safety and Extra Curricula to 75%.
- Attendance: to reduce every student cohort to an absence rate of below 12 days average absence at each year level.

The Tyabb Railway Station Primary School identifies a range of key improvement strategies in the School Strategic Plan. These include adopting the E5 Enquiry Learning Model for curriculum planning and implementation and encouraging all staff to embrace contemporary pedagogy based on PoLT principles. An emphasis was placed on understanding and catering for the preferred learning styles of students, improved relationships and the development of activities to promote a sense of belonging and pride in the school.

**What student outcomes did the school achieve?**

Tyabb Railway Station Primary School is to be commended on the excellent results that have been achieved in the area of Student Engagement and Wellbeing over the period of the review.

It is pleasing to see the school has met the Strategic Plan targets of 75% in two of the four target ATS Survey variables in 2011 and all four of the variables in 2012. For the years from 2008 to 2012 Teacher Effectiveness has improved from 3% to 90%, Connectedness to School has improved from 26% to 78%, Connectedness to Peers has improved from 10% to 80% and Student Motivation has improved from 22% to 50%. Although the 75% Strategic Plan Targets were not met in the variables Connectedness to Peers and Student Motivation in 2011, they were met in the 2012 ATS survey results. The improved performance for the variables outlined above for the review period represent an outstanding school performance in the area Student Engagement and Wellbeing.

The trend of improving ATS Survey responses over the review period is consistent for most of the survey variables. The small size of the student cohorts however needs to be considered in relation to the interpretation of the ATS Survey data. In 2011 Year 5 had 9 males and 6 females and Year 6 had 4 males and 6 females. Student Motivation is consistently the weakest variable although it has shown consistent improvement over the review period. It is weakest for Year 6 females where all the female responses are significantly weaker than males except for Class Behaviour and Stimulating Learning. There are extreme differences with male responses around 90% and females around 10% in both the student Relationships data and the Wellbeing data for Year 6 in 2011. This cohort of students also has a history of absence above the state mean since 2008 Year 3 and it is likely there are wellbeing issues associated with some of the students in this cohort that are impacting significantly on the data for Year 6 and also the school results.

It is pleasing to see Tyabb Railway Station Primary School has achieved a strong result in the 2011 PO Survey. The Strategic Plan target of 75% was met in 2011 in Behaviour Management but in the remaining variables the result was between 70% and 75% and the results for the 2012 survey were not available for consideration in the review process. According to the data presented in the SSE p13 for the period 2008 to 2011 significant improvement has been achieved in all areas. Connectedness to Peers has improved from 51% to 70%, School Connectedness from 12% to 72%, Behaviour
Management from 53% to 73%. Student Safety from 60% to 73%. Once again the significant improvement in parent responses reflects the positive developments in both the quality of learning program and the improved school climate.

Excellent results have also been achieved in the SO Survey over the period of the review. Most variables have improved significantly and in 2011 the results for all variables except Work Demands exceeded 75% and most were in the vicinity of 90%. Clearly these results significantly exceed the state benchmarks and are an excellent reflection of the quality of the school leadership and the high level of professionalism of the staff.

The school is to be commended on the excellent results that have been achieved in reducing the levels of student absence and meeting the Strategic Plan target over the period of the review. The P-6 school mean has improved from 14.1 days average absence per student in 2008 to 12 days average absence per student for 2011. Over the 4 years the trend is for the school mean to be below the state mean at each year level except for the Year 3 cohort of students in 2008. As indicated above, as this cohort of students has progressed through the school it has exceeded the state mean for each year level by a considerable amount. This suggests one or more special cases where students experienced ongoing absence issues rather than a broader pattern of absence.

Parent representatives in the Review Panel indicated that the significant improvements in the school climate that are evident in survey data over the review period have been reflected in a greatly enhanced image of the school in the local community. It appears that this has been a key factor contributing to the increase in student enrolments in recent years.

**Why did the school achieve/not achieve improved student outcomes?**

School representatives in the Review Panel meeting indicated that the development and implementation of the whole school Engagement and Wellbeing Policy has been a major factor contributing to improved student outcomes in this area over the period of the review. The SSE p14 explains the policy clearly outlines the values, expectations, and responsibilities of staff, students, parents and community members and it was distributed to every family who replied to indicate they had read and understood the document. In addition the SSE p14 explains in conjunction with this policy each class began each school year developing their Positive Classroom Culture. School representatives indicated this process involves an examination of the elements of a positive classroom culture and encourages students to take ownership of their learning environment and have a significant voice in the learning program.

The opinion data from the student ATS Survey, the SO Survey and the PO Survey strongly suggests the implementation of this Engagement and Welfare Policy has had a positive impact on the delivery of the school’s programs. It is pleasing to see the consistently high responses in Classroom Behaviour from males and females. In addition the Teaching and Learning variables, Teacher Effectiveness, Teacher Empathy and Stimulating Learning are consistently high except for the cohort of Year 6 females mentioned above.

It is also pleasing to see the SO Survey and the PO Survey both have very strong responses to Student Behaviour variables between 80% and 90% confirming this very positive school outcome.

Tyabb Railway Station Primary School is to be commended the excellent results in exceeding the Strategic Plan Target the school PoLT student survey over the review. This data provides a clear indication that the students believe delivery of the school’s curriculum program is effectively meeting their perspectives, needs and interests.

In the opinion of the reviewer one of the strengths of the school is the priority that has been given to the provision of wellbeing programs to strengthen student connectedness with their peers and support students from families with high levels needs. It has introduced a range of supportive activities and programs such as the “eSmart” program focusing on cyber safety and the buddies from the Alannah and Madeline Foundation. The school has been recognised as a Kids Matter School and there are plans to extend this work in the future years. The school also implements the “You Can Do It” program and regularly presents certificates and ribbons at assemblies to recognise the participation of students. The SSE p14 indicates Individual Learning Plans and Staged Response Documents are developed for “at risk” students and processes have been established for referring students to School Support Service Officers (SSSO).
The Review Panel discussed a wide range of programs and activities to promote to build student connectedness with the school and enrich the school program. Students have the opportunity to participate in a range of interschool sporting programs, concerts showcasing the performing arts and a range of social events school camps and excursions.

Students who participated in the Review Panel discussed the roles of student leadership in the school where students are provided with the opportunity to host assemblies and hold a wide range of responsible positions including participating as class representatives in the junior school council. It is pleasing to see students were involved in the review consultation process and they have contributed their thoughts on some of the strengths and some of the areas where improvements could be made.

The students also outlined their roles in the buddy program that operates to support new students to the school. The school has a Sister School Relationship with a school in China. The school has clearly succeeded in developing a rich school culture that encourages the development of strong student connectedness with the school and helps to promote student engagement with the school's learning programs.

The Review Panel discussed the strategies that have been successfully implemented to improve student attendance over the review period. While an overall improvement in the school culture has been outlined above the school has introduced protocols for teacher telephone calls to parents if absences exceed 2 consecutive days. In addition attendance is encouraged by awarding students “It’s Cool to be at School” certificates for outstanding attendance at end of term assemblies.

What can the school do in the future to continue to improve?

Tyabb Railway Station Primary School has clearly established a very positive and supportive school culture. It is recommended that the focus in the coming review period should be on refining strengthening and developing the programs in this area of the school in order to meet the ongoing challenges that arise in the area of Student Engagement and Wellbeing.

<table>
<thead>
<tr>
<th>Goals</th>
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<tbody>
<tr>
<td>To enhance student learning outcomes across the school through a focus on improving student motivation, student safety and student connectedness to the school</td>
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<table>
<thead>
<tr>
<th>Targets</th>
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<tbody>
<tr>
<td>To achieve the following results in the ATS Survey by the end of the review period.</td>
</tr>
<tr>
<td>• School Connectedness 4.73</td>
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<tr>
<td>• Student Motivation 4.80</td>
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<tr>
<td>• Student Safety 4.62</td>
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<tr>
<td>Student Absence to be at or below the state mean over the period of the review</td>
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<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Suggested Actions</th>
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<tbody>
<tr>
<td>• Evaluate and refine the whole school approach to student engagement and wellbeing, through the promotion of expectations. Provide a special focus on student motivation and student safety.</td>
<td>• Review the student wellbeing and engagement policy to ensure it is consistent with and reflects the pedagogical master plan.</td>
</tr>
<tr>
<td>• Continue to embed the Kids Matter program and</td>
<td>• Promote the vision, values, purpose, expectations, rights responsibilities, common language across the school.</td>
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<td>• Implement components 3&amp;4 of Kids Matter</td>
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**Student Pathways and Transitions**

**What student outcomes was the school trying to achieve?**

The Tyabb Railway Primary School Strategic Plan provides the following goal and target for the area of Student Pathways and Transitions.

**Goal:** To improve student transitions from home/kindergarten to school.

**Target:** The proportion of parents reporting satisfaction with the Prep Transition and Orientation program to be at 90% or more in a school devised parent satisfaction survey.

The Strategic Plan identifies a range of key improvement strategies for the area of Student Pathways and Transitions. It was planned to review and evaluate the existing K-P transition practices and implement agreed changes and to seek to develop a more effective partnership with neighbouring Kindergartens and Child Care Centres and develop links with the Mornington Peninsula Shire services. In addition it was planned to develop a school marketing program.

**What student outcomes did the school achieve?**

The SSE p17 indicates the school successfully met school Strategic Plan Target for Student Pathways and Transitions with responses in excess of 90% in the school devised survey over the review period. *Families who returned their preschool to school transition surveys indicated 100% agreement for the question “My child's school provides a welcoming environment for new prep students” for the last three years.*

The SSE p17 also includes a summary of positive parent comments about the quality of the school climate. Numerous comments related to the *country feel of the school, principal involvement in programs, the school community, and high quality of the educational program.*

It is pleasing to see the response in the PO Survey for the Transition variable was around 75% in 2011 indicating a high level of parent satisfaction with transition processes throughout the school. This result is significantly above the state-wide benchmark and it is consistent with most of the variables in the survey indicating a high level of parent satisfaction with the school.

The school has performed strongly in the area of K-P transition. School Representatives in the Review Panel outlined the details of the comprehensive program that has been developed to support K-P transition. *The SSE p16 indicates Prep enrolments over the review period show a consistent pattern of growth from 2008 to 2011 with a significant increase in the...*
2012 enrolment. The school has established a publicity team that includes the Business Manager and several new pamphlets and brochures have been developed to support student recruitment and K-P transition. The materials were provided to the Review Panel and they include useful information about the foundation programs and the comprehensive program of transition activities that extend from May to December. A brochure has been developed that outlines the curriculum program in Prep and it is illustrated with photographs of students engaged in a variety of tasks central to the program.

The SSE p16 indicates the school has developed beyond the Strategic Plan directions for the review period and embarked upon additional initiatives in the area of Transition. The management of the Transition program for Year 6 to 7 has been assigned to the Year 6 teacher and a working relationship has been developed with local secondary colleges. The school representatives in the Review meeting explained that exiting students from the school attend up to seven different secondary settings. The SSE p 16 explains Transitioning within the school, particularly from Year 2 to 3 has become a focus for the school developing student motivation, learning confidence and connectedness to peers. In this area an emphasis has been placed on tracking student progress especially students identified as at risk including students with Aboriginal / Torres Straight Island heritage in accordance with the Wannik Strategy.

Why did the school achieve/not achieve improved student outcomes?

In the opinion of the reviewer the improved outcomes in the area of Student Pathways and Transition reflect the effectiveness of the revised transition and marketing program developed and implemented over the period of the review. The increased Prep enrolments and the parent responses to the school developed K-P Transition survey and the PO Opinion survey provide convincing evidence that the school's programs are effective in this area.

The SSE p 17 and Review Panel discussion provide a clear picture of a comprehensive and effective program of transition. The school has developed a successful relationship with the local kindergartens and child care centres and the teachers from Tyabb Railway Station Primary school regularly visit the kindergartens and host transition sessions from May to December at the Primary school. Curriculum links have been established related to establishing developmental play programs with the older Kindergarten students.

Prep students are also involved in visits back to their kindergartens. A school readiness program is provided in term 3 where children are introduced to core and specialist subjects. This program reflects the structure of a primary school day and includes investigative play, small group skills, focus sessions and whole class instruction. The Children are introduced to learning technology from the outset with interactive whiteboards embedded in the program. Transition Information is provided to all families at the Kindergartens including a direct mail out of critical information related to the transition process. Students who enrol in Prep are provided with a comprehensive show bag of information including a wide brimmed school sun smart hat.

Parents are able to book school tours and see the school in operation on two days of the week and there is an active Parents Association that supports the transition program through the provision of morning teas and suppers at information evenings and helps organise social events such as “Blokes Night and “Twilight Evenings”.

The Transition programs at the school have been strengthened through the focus on the development of transition through the school over the review period. School Representatives in the Review Panel indicated that transition from Year 3 to 4 has become a focus of attention over the review period. Grade 3 students are provided with an older buddy and a program of activities has been developed in conjunction with the Alannah and Madeline Foundation to assist the students orientation to the senior years of primary school. A buddies day excursion to the zoo was organised in 2012 and students who participated in the review discussed the positive outcomes of this program. In addition students in Years 3-6 attend school camps together and participate in the interschool sports program.

School Representatives also indicated in the Review Panel that Year 6-7 transition had been strengthened through the development of links with local secondary schools and Year 5 and 6 students prepare for their secondary years through participation in the Transition programs provided by several local secondary schools. Westernport Secondary College provides a Year 5 Discovery Day to introduce students to a secondary school experience and an arrangement has been
established to provide access to the secondary school art centre facilities. A curriculum link has also been developed with Somerville Secondary College to provide support for the teaching of Indonesian LOTE through video conferencing facilities funded through the ILPIC program.

**What can the school do in the future to continue to improve?**

Tyabb Railway Station Primary School has clearly made significant progress in the area of Transition over the review period. Strong links have been developed with Kindergartens and Preschools and it is recommended that this program should continue to be refined and developed in accordance with the feedback from students, parents and the staff involved in both sectors. A marketing program has been developed and it is suggested that this be expanded over the review period to focus on promoting the image of the school in the community and increasing the enrolments at Prep.

It is recommended that transition through the school be expanded and focus on the development of processes for passing student performance information between teachers and student readiness for moving through the class levels.

In the area of Year 6 to 7 transition it is recommended that the expansion of curriculum links with secondary schools should be investigated in order to improve curriculum continuity across the sectors in key areas such as Literacy and Numeracy.

### Goals

To improve student outcomes by ensuring all students make a successful transition into the school, through the key school transition stages and confidently progress to their chosen secondary school.

### Targets

To be at or above the 75th percentile for Transition in the PO Survey over the period of the review.

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Suggested Actions</th>
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<tbody>
<tr>
<td>Review and Refine the K-P transition program</td>
<td>Continue developing links with kindergartens and preschools, marketing the schools programs/provision and receipt of information, the program of visits to include the provision of prep show bags, enrolment packs, and organisation of school tours.</td>
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<tr>
<td>Review and refine the program for engaging new families in the school community culture.</td>
<td>Monitor feedback on the effectiveness of the transition program `POS / School survey.</td>
</tr>
<tr>
<td>Ensure new students in Prep are well supported as they make their transition into the social environment of the school.</td>
<td>Host twilight picnic for new families early in the year. The P&amp;C Association to utilise their class parents program to initiate a meeting with new families.</td>
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<tr>
<td>Develop a comprehensive program of In school Transition.</td>
<td>Continue with the very effective Buddy program in conjunction with the Alannah and Madeline Foundation.</td>
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<td></td>
<td>Instigate a formal internal transition program with a particular emphasis from Year 2 to Year 3 and Year 3 to Year 4.</td>
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<td>Digital Portfolios student document work sample</td>
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</table>
- Expand the Year 6-7 Transition Program.

  - Year 6-7 Transition Current.
  - Year 6 teacher to work closely with the transition co-ordinators of local secondary schools to provide a comprehensive transition program for Year 6 students.
  - Teacher to be released for 5/6 transition, teachers attend Early Years /Middle Years meetings.
  - Expand Curriculum links with neighbouring secondary schools through ILPIC Indonesia.
5. Resources

How effectively did the school manage its resources to support the achievement of improved student outcomes in student learning, student wellbeing and engagement and student pathways and transitions?

The Review Panel was presented with compelling evidence that the school has effectively utilised school resources to support the achievement of improved student outcomes over the period of the review. The past school council president who was the council president through the review period attended the Review Panel meeting and outlined the strategy the council adopted to support the development of the school. He indicated in 2009 the council had a considerable reserve of uncommitted funds and that were allocated to support professional learning programs to improve the capacity of teachers, to improve school facilities and equipment such as the provision of interactive white boards and a staffing surplus used to provide additional staffing resources in key areas such as Literacy and Numeracy programs.

In the opinion of the reviewer the increased expenditure of school resources in the three areas identified have been very effective in improving learning outcomes for students. The wide range of professional programs undertaken by the staff have created a number of an ongoing initiatives such as the work on improving assessment with Patrick Griffin and the GRIN program that will continue into the next review period. The school has also effectively utilised teacher meeting time to shift the focus from management to professional learning and considerable time has been devoted to improving assessment and reporting practices across the school. This work has been complimented by the leadership provided by the principal that has seen staff adopt a teaching specialist area in addition to their grade responsibility and progress from the concept of a grade teacher to that of a member of a teaching team. The Review panel was presented with evidence from teacher and students and parents that the expansion of the specialist program had significantly improved the delivery of the teaching and learning program across the school.

The school has effectively devoted significant resources to the provision and use of innovative technology in the teaching and learning program. Interactive white boards have been provided throughout the school, computer facilities for students have recently been upgraded and the students are making excellent use of the Ultranet for their personal learning program. The students who demonstrated how they use the Ultranet appeared to be enthusiastic about what they could achieve and they indicated they enjoyed their role as student trained coaches.

Resources have also been effectively used in the area of Student Engagement and Wellbeing. While the initiatives indicated above have clearly impacted positively in the teaching and learning area of the school, resources such as staff time have been devoted to the development of the whole school Wellbeing and Engagement Policy. This policy has clarified the roles and responsibilities of all members of the school community, provided a clear indication of values and school purpose and established a school wide process for establishing a “Positive Classroom Culture”. In addition the school has resourced the Kids Matter program to promote positive student relationships and student wellbeing. The survey data outlined above in the Student Engagement and Wellbeing section provides clear evidence of the effectiveness of the allocation of resources to this area of the school.

In addition school resources have been effectively utilised to develop a strong co-curricula program to help build a strong level of student connectedness with their teachers, their peers and the school. A wide range of activities include the provision of sport, performing arts, camps and excursions sustainability and gardening and the buddy program.

In the area of Student Pathways and Transition the school has allocated resources effectively to the development of an expanded K-P Transition program. In addition the school has increased the effectiveness of this program with the development of publicity and marketing material to help increase the school enrolments. The significant increase in Preps enrolments in 2012 is an indicator of the success of this initiative. Considerable resources in teacher time have been
devoted to the programs in this area to meet the needs of students and parents through the transition program. Resources have also been expended in the provision of teacher time to support transition from Year 6 to Year 7.

As outlined above significant facilities improvement has been achieved through The National Schools Pride that has funded new fencing, furniture and upgrade to the Administration building. Building the Education Revolution program funded the demolition of four classrooms and the construction of three classrooms and a project space pod and in 2011-2012 the state government funded the construction of a multi function space replacing two portable buildings.