

Priority Review Report – 2017 Cycle

School number:	3920
Principal:	Bruce Spink
School Council President:	Patricia Whitford
Senior Education Improvement Leader:	Heather MacAlister
Review Company:	Monash University
Accredited School Reviewer/s:	Bob Stephens
Date/s of Review:	13 and 14 September 12 and 13 October 2017

1. Priority Review Report Executive Summary

1.1 School Context

Cann River P–12 College is situated in Cann River, a small community on the Princes Highway, 430 kilometres east of Melbourne. The student enrolment of the college is 44 students in 2017 and the College provides a range of programs that prepare students for further education or work.

The local area is affected by a lack of employment options and a declining population, and the College is a key part of the infrastructure of the town. The College has a Student Family Occupation (SFO) index of 0.7267 and employs 15 staff members including a principal and a leading teacher.

The College facilities include Science and Art rooms, a Woodwork workshop, a food technology kitchen and a Vocational Education and Training (VET) Automotive workshop. The College has sufficient computer resources to allow for a one-to-one approach to the use of technology. Students in Years 7–12 have their own netbooks.

The College curriculum is based on the Victorian Curriculum. In Foundation to Year 6, literacy and numeracy are a major focus and students also study Science, Health and Physical Education, Humanities and Arts subjects. At Year 7–10, students study English, Mathematics, Science, Business Studies, Humanities, Physical Education and a range of Technology and Arts subjects. Enrichment and extension programs are available to more capable students whilst catch-up programs are used to support students who have difficulties with their studies.

At the Victorian Certificate of Education (VCE) level, students are able to select from a range of subjects. The subjects offered are based on the needs of the individual students. In some subjects, classes are combined or join with classes from other schools in far east Gippsland in order to ensure interaction and discussion. VET Automotive Studies is available to students.

Extra school programs include: after school activities (with student leaders), an after-school youth group, a breakfast club, the annual whole school production, many interschool sports, participation in art competitions, book week activities, community soccer, camps and excursions, and involvement in the school choir.

The College links with the local community in several ways including being a member of the Fast East Gippsland Learning Alliance (FEGLA).

1.2 Key Considerations to inform next steps (published on school website)

The following Framework for Improving Student Outcomes (FISO) aligned areas are for the consideration of the Design and Implementation Team to assist in developing the next School Strategic Plan (SSP):

- Implement strategies that ensure a safe and orderly environment for all students, both in classrooms and in the school grounds, and increasing the consistency of implementation of behaviour management processes
- Implement strategies to improve student connectedness to school through the implementation of ongoing student focus groups that provide students with the opportunity to talk about their perceptions of the College and how their education could be improved
- Implement a student voice strategy which provides students with regular, ongoing opportunities to set learning goals and provide feedback to their teachers regarding their learning
- Provide opportunities for VCE students to discuss their subjects and learnings with a range of other students studying the same subjects.
- Continue the focus on Literacy and Numeracy in order to continually improve student outcomes in every subject and in the National Assessment Program–Literacy and Numeracy (NAPLAN)
- Further strengthen the use of differentiation, moderation, pre- and post-testing, the use of data and the college's effective teaching model.
- Develop and implement programs to build student resilience and wellbeing.
- Continue to promote the positive perception of the College, as held by parents and school council.

