

School Review Report 2018



North Eastern Victoria Region School Number 4894

Upwey South Primary School

Review Dates: 23/8/2018, 28/8/2018, 29/8/2018

Strategic Plan 2014 - 2018

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NOTE: The contents of this document are an abridged version of the full School Review Report and contains the Public Section only. This section should be made accessible to the wider school community.

Melbourne Nov-18

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1. Public section

1.1. SCHOOL CONTEXT	
Location and history	<i>Upwey South Primary School is located in the City of Yarra Ranges approximately 42 kilometres South East of the Melbourne Central Business District. The school was founded in 1964.</i>
School facilities	<i>The main core building is a 1964 Light Timber Construction building and a newer library, art room and a suite of open plan classrooms have been added to the core. The school also has a five classroom BER styled building and a stand-alone gymnasium. The grounds have four main shaded play equipment areas, a grassed play space and a community garden. The school also has a dedicated building for its Out of School Hours Care centre and is home to the local community radio station in the historic Griffith Homestead which is located within the school grounds.</i>
Enrolments	<i>Enrolments at the time of the review were approximately 248 students. Over the past five years enrolments declined to 238 students in 2017 but increased to 248 in 2018.</i>
SFO and SFOE	<i>The Student Family Occupation (SFO) index in 2018 was .3112 and the Student Family Occupation Education (SFOE) index was .2793. The SFO has remained stable over the past three years.</i>
Staff profile	<i>The staffing profile of Upwey South Primary School includes a Principal and 15 classroom teachers on various time fractions. The school has two full time office staff and three integration aides with a full time equivalent of 1.5</i>
Curriculum	<i>The school's curriculum framework incorporates the eight learning areas¹ required by the Education and Training Reform Act 2006 aligned with the Victorian Curriculum. It has an emphasis on Literacy and Numeracy. The school's open ended Inquiry program operates from Foundation through to Year Six. Specialist programs include: Visual Arts, Performing Arts/ Music, Health and Physical Education, Languages Other Than English (LOTE) - Japanese. The school has an iPad program and students have access to a multi media centre.</i>
Additional information	<i>The school's extracurricular program includes a whole school swimming program, hooptime, interschool sport, athletics, cross country, advanced volleyball, a chess club, an art club and a parent funded instrumental music program. The school also has a choir and takes part in the Victorian State Schools Spectacular. The school has a parents and teachers association and operates an Out of School Hours care Program</i>

¹ English, mathematics, sciences, humanities and social sciences, the arts, languages, health and physical education, information and communication technology, and design and technology.

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1.2. SCHOOL HIGHLIGHTS

The Panel discussed and confirmed that the following highlights from the period 2014 – 2018 are accurate and evidenced.

Notable NAPLAN Reading Retention data in 2017

In 2017, the school achieved the distinction of increasing the percentage of matched cohort students who achieved in the top two NAPLAN Reading bands from Year 3 to Year 5. In 2015, 56 per cent of Year Three students achieved in the top two bands of NAPLAN and in 2017, 66 per cent of students achieved in the top two NAPLAN bands when they were in Year Five. The matched cohort retention rate was therefore 117 per cent. Analysis of the data on a student by student basis revealed the impact of a consistent approach to the teaching of reading and comprehension, the use of personalised book boxes, and mini lessons where students were encouraged to make text to text, text to world and text to self-connections. These strategies reflected the school's focus on a highly individualised approach to teaching reading in line with the Framework for Improving Student Outcomes (FISO) Priority Area: *Evidence-based high-impact teaching strategies*.

Revision And Implementation of a School-Wide Instructional Model

In line with the Framework for Improving Student Outcomes (FISO) Essential Element One: *Documented curriculum plan, assessment and shared pedagogical approaches*, the school adopted a school –wide instructional model based on the well-documented and proven Gradual Release of Responsibility Framework. The model was adopted after considerable research and professional reading by members of the Strategic Improvement Team. This model focused on increasing the rigour of the learning intentions and success criteria used by teachers and, in line with this model, the Foundation Transition Program was overhauled. A feature of this change was to keep Foundation parents very well informed about the new program through the newsletter and the website. The school reported high levels of positive feedback from parents regarding these changes.

A School-Wide Approach to Student Wellbeing and Engagement

Reflecting the Framework for Improving Student Outcomes (FISO) Essential Element Five: *Whole school approach to health, wellbeing, inclusion and engagement*, in mid-2017 the school examined a number of existing Student Wellbeing and Engagement models and finally adopted the School-Wide Positive Behaviours for Learning (SWPBL) model. A curriculum day was devoted to building staff awareness of the philosophy underpinning existing practices and attitudes within the staff and the wider school community and then examining alternative approaches. The SWPBL model was explained and detailed discussion of its implementation, including monitoring of its progress, followed. The initial steps to implementing the program including the development of classroom matrices to frame expectations for behaviour and the development of a school wide reward for positive behaviours system were successfully undertaken. The school has monitored student attitudes and behaviours since the introduction of the system and reported far fewer incidents of poor behaviour and significantly higher degrees of student cooperation and satisfaction.

1.3. SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan Goals

SSP Goal 1:

The 2014–18, School Strategic Plan for Upwey South Primary School set a goal to improve student learning outcomes in all areas of the curriculum. The Panel found that the school partially met this goal, with three of the five targets partially met and two of the targets not met.

In response to Target one the school's performance over the period of the review was inconsistent with the percentage of students in the targeted top two bands fluctuating from year to year and from subject to subject. In 2017, the school's Year 5 NAPLAN results showed the percentages of students in the top two bands in each subject to be higher than those in similar schools. Over the period 2015 to 2017 the school increased the percentage of students in the top two bands in Reading from Year 3 to Year 5 which was contrary to the trend for similar and statewide schools.

The Panel also examined NAPLAN Relative Learning Growth figures. This statewide measure compares the difference in students' scores from Year 3 to Year 5. It compares all students across the state who had the same score in Year 3 with how they much they improved by Year 5. When compared to similar schools, the relative growth in Upwey South Primary School students varied from year to year with 2017 returning results above those of similar schools but below in the previous years. On this basis, the Panel found that the target had been partially met.

Target two relied upon Teacher judgments using Victorian Curriculum levels of achievement. The Panel reviewed the data provided within the PRSE and found that there was no significant improvement in the percentage of students judged to be above level but that steady progress had been made. This target was partially met.

For target three, data was not available to show that each student in the school had made one year's growth and therefore the Panel agreed that the target had not been met. The fourth target related to improving percentile ranking on the School Staff Survey and the data available showed that this target was not met.

SSP Goal 2:

The school's second goal was to deepen student engagement in their learning. The Panel found that this goal had been partially met with target one met and targets two and three partially met.

Target one relied upon the Student Attitudes to School Survey engagement data and showed that while the school did not exceed state average levels of satisfaction on the *Stimulating Learning*, *Teacher Effectiveness*, *School Connectedness* and *Teacher Empathy* factors, the percentage of positive responses in each of these was sufficiently high for the Panel to agree that the target had been met.

Target two related to student attendance and since the average number of days absent had increased over the past four years, this target was considered not met.

The third target related to the establishment of a student leadership program and considerable progress was evident in 2018. This target was considered partially met.

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SSP Goal 3:

In its third goal, the school aimed to build student resilience, responsibility and respect. This goal was considered partially met with Student Attitudes to School Survey data showing 80 per cent of students gave a positive response to questions relating to the *School Connectedness*, *Classroom Behaviour* and *Sense Of Safety* factors.

The second target relied upon the Parent Opinion Survey data which showed relatively low levels of satisfaction on factors related to *Behaviour Management* and *Engagement* and was therefore considered not met.

SSP Goal 4:

The fourth goal related to optimising the allocation of resources to improve learning outcomes for students.

This goal was considered not met because the target relating to staff satisfaction was not met and the target relating to parent satisfaction with the school's level of improvement was also not met.

The third target relating to the provision of ICT resources was met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1:

How can Upwey South Primary School improve the consistency of approach to curriculum planning including the use of data, teaching, learning and assessment?

The Panel found that in 2018, significant progress had been made towards building an agreed and effective school-wide instructional model based around the Gradual Release of Responsibility process. Through discussion with a significant number of key personnel, the Panel identified some issues related to implementation particularly given the speed at which the changes have been introduced.

The Panel recommended identifying a few key strategies, ensuring that teachers had the training and capability to use them effectively and to stick to those strategies. Establishing an accessible data base and a regime of data recording and use would make a significant improvement to the planning of well differentiated and effective lessons.

Terms of Reference Focus Question 2:

To what extent are the school leadership structures and policies developing the school as an effective, professional learning community?

There was general satisfaction with the direction of the school but concern that the current leadership structure was not sustainable. There was a clear need for leadership at the Assistant Principal or Leading Teacher level to relieve the Principal of some tasks and there was also a need to establish leadership and accountability roles for the each of the learning teams operating at the school. The Panel recommended that the Strategic Improvement Team (SIT) investigate leadership and staffing structures being used in other schools of a similar size and financial base. The roles of the Literacy and Numeracy Professional Learning teams (PLTs), in particular needed clarification.

Terms of Reference Focus Question 3:

How does Upwey South Primary School further build a consistent and coherent school wide approach to student wellbeing and engagement that reflects the school values?

Based on information from staff, students, parents and the PRSE, the Panel noted that, since mid-2017, the school had successfully built strong routines and restored orderliness to the school after the school's leadership hiatus. The Panel noted the progress made in 2017 and 2018 and encouraged the school to continue on this path. Developing or adopting a scope and sequence related to the SWPBL and the school values and / or examining the Positive Behaviours Program's applicability to the school, could provide ways to build a more consistent and coherent approach to student wellbeing and engagement. The Panel also acknowledged the need to move slowly to firmly embed practices before moving onto next steps.

1.4. SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- To help ensure the school works in a consistent and thorough way, ensure that there is a clear vision and set of values from which to work.
- To give the school a sustainable and enduring leadership structure, review the current staffing structure and the leadership role descriptions and protocols of each of the school's learning teams.
- Continue the work on documenting the curriculum, particularly scope and sequence documents to help guarantee that the stepping stones of learning are in place and are taught.
- To help track student progress and assist teachers to plan lessons which reflect a range of needs, establish a detailed assessment schedule and regime of data collection and build teachers' capabilities in its use.
- To help build the students engagement with their learning, continue to give students a voice in their education through the student leadership program, goal setting and by providing opportunities for students to direct their own learning.
- Provide opportunities for teachers to build their capability in delivering personalised learning that challenges and extends students and provides authentic connection to the real world.
- To help build resilience and responsibility in students, research, develop and embed a whole school approach to social and emotional learning, including a timetabled program with scope and sequence.
- Continue developing the School-Wide Positive Behaviours for Learning Program and work with the school's community to build awareness of the philosophy which underpins it.

1.5. ASSESSMENT AGAINST THE FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT

FISO priority/dimension	PRSE Report assessment	Review Panel assessment
Curriculum planning and assessment	<i>Evolving</i>	<i>Emerging</i>
Building practice excellence	<i>Emerging</i>	<i>Emerging</i>
Evaluating impact on learning	<i>Emerging</i>	<i>Emerging</i>
Evidence-based high impact teaching strategies	<i>Emerging</i>	<i>Emerging</i>
Building leadership teams	<i>Emerging</i>	<i>Emerging</i>
Instructional and shared leadership	<i>Emerging</i>	<i>Emerging</i>
Strategic resource management	<i>Evolving</i>	<i>Emerging</i>
Vision values and culture	<i>Emerging</i>	<i>Emerging</i>
Empowering students and building school pride	<i>Emerging</i>	<i>Emerging</i>
Setting expectations and promoting inclusion	<i>Emerging</i>	<i>Evolving</i>
Health and wellbeing	<i>Emerging</i>	<i>Evolving</i>
Intellectual engagement and self-awareness	<i>Emerging</i>	<i>Emerging</i>
Building communities	<i>Emerging</i>	<i>Evolving</i>
Parents and carers as partners	<i>Emerging</i>	<i>Evolving</i>
Global citizenship	<i>Emerging</i>	<i>Evolving</i>
Networks with schools, services and agencies	<i>Emerging</i>	<i>Evolving</i>

List the number of additional fieldwork days the school is eligible for based on the criteria	Number of additional fieldwork days taken	If full number of additional fieldwork days the school was eligible for were <u>not</u> taken, include the rationale for not taking the day/s
<p>1. Priority area: <i>Excellence in Teaching and Learning: 1 day</i></p> <p>2. Panel's assessment against the Continua's 6 High impact initiatives/dimensions: <i>0 days</i></p> <p>3. Total of eligible days: <i>1</i></p>	<p>1. Priority area: <i>Excellence in Teaching and Learning: 0 days taken</i></p> <p>2. Panel's assessment against the Continua's 6 High impact initiatives/dimensions: <i>0 days taken</i></p> <p>3. Total additional days taken: <i>0</i></p>	<p><i>The full panel visited most of the classrooms, interviewed all available members of staff in groups of about four to five, chatted to three groups of students, a group of parents, the School Council President and members of the School Council in the time available and felt it had a good handle on where the school was up to.</i></p> <p><i>The option of an extra day was offered but the Panel decided an extra day was not required.</i></p>

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