

School Review Report 2021–2025 Cycle



Sunbury West Primary School

5006

North Western Victoria Region

Validation Day: 30th August 2021

Fieldwork Day/s: 6th September 2021 and 11th October 2021

Final Panel Day: 10th November 2021

Strategic Plan: 2021 - 2025

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1. Public section

1.1 SCHOOL CONTEXT

Location and history	<p>Sunbury West Primary School is located in the Hume Moreland area, approximately 40 kilometres north of the Melbourne Central Business District.</p> <p>The school was opened in 1971.</p>
School facilities	<p>The main school building houses classrooms, administration and staff facilities, and the school's library. In addition, there is a school gym.</p> <p>The school grounds include an oval with fitness circuit, hard-court yard areas, two age specific playgrounds and a friendship garden. Each teaching team has a garden bed to use, and a school orchard is being developed.</p> <p>At the time of the review, the school hosted the local Student Support Services (SSS) team.</p>
Enrolments	<p>Enrolments at the time of the review were approximately 190 students. Over the past four years, enrolments decreased by around 35 students.</p>
SFO and SFOE	<p>The Student Family Occupation Education (SFOE) category was 'Medium' and the SFOE index was 0.4406 in 2021.</p>
Staff profile	<p>The staffing profile of Sunbury West Primary School includes a principal and assistant principal, 9.6 EFT teachers and 2.8 EFT Education Support (ES) staff.</p>
Curriculum	<p>The school provides an approved curriculum framework based on the Victorian Curriculum.</p> <p>This includes specialist provision in Visual and Performing Arts, Physical Education, STEM, Japanese. Students in Years 5 and 6 take part in a digital learning program.</p>
Additional information	<p>The school hosts and accredited Out of School Hours Care program (OSHC) including vacation care.</p> <p>In 2018 the school joined the PLC – Professional Learning Community initiative, and from 2020 to 2021 worked with the Differentiated Support for School Improvement (DSSI) Teaching Partners initiative.</p> <p>In 2020 Sunbury West Primary School became a lead school for the Resilience, Rights and Respectful Relationships (R4R) program.</p>

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: School Wide Positive Behaviour

Framework for Improving Student Outcomes (FISO) dimension: Empowering students and building school pride

The Panel found that a key Sunbury West Primary School community highlight was:

- the development of a School Wide Positive Behaviour strategy (SWPBS) that was embedded throughout the school. The community was engaged through revised school values, norms and expectations which led to a shared language across the school. Further evidence was found to support increased school pride and connectedness, through the development of a new school uniform, contributing to the positive culture of the school.
- The school developed a positive behaviour matrix which was used in conjunction with explicit lessons and curriculum content. This enhanced student engagement with the SWPBS work. The Panel heard how some parents had used the values, language and matrix at home during remote and flexible learning, to maintain routines and connection with the school.
- Staff professional learning was completed to enable teachers and Education Support staff to facilitate the SWPBS program. As a result of the school embracing the SWPBS initiative and other programs, the Department of Education selected Sunbury West Primary School to be a lead school in the Resilience, Rights and Respectful Relationships (RRRR) program from 2021.

Highlight 2

Title: Building staff capacity and sharing leadership

FISO dimension: Instructional and shared leadership

The Panel found that a second school highlight was:

- the focus on building teacher capacity to help maximise the outcomes for all students. Professional learning was completed in Reading, Writing and Numeracy using Department of Education resources, including through the 'Teaching Partners' initiative, staff attendance at courses, and through the engagement of external education consultants. Furthermore, teachers were given the opportunity, within school, to take part in 'Learning Walks' to focus on specific in-school improvements.
- The school had a further focus on leadership development with middle leaders being supported to help the school achieve its strategic goals. Professional learning in the areas of Literacy Leadership, SWPBS, RRRR and Professional Learning Communities (PLC) was completed during the current strategic plan cycle, with formal leadership roles created to enhance teaching and learning, and wellbeing at the school.
- The school's relationship with other schools and their engagement with the 'Teaching Partners' provided further opportunities for leadership development and staff capacity building. Within the local school network, a 'Community of Practice' was developed to focus on Numeracy learning for students in Years five to nine.

Highlight 3

Title: Teacher's data literacy

FISO dimension: Evaluating impact on learning

The Panel found that a final school highlight was:

- a focus on improving the data literacy of all teachers so that assessment and data use was enhanced to inform planning and scaffold student learning.
- All teachers received training on using formative and summative assessments which was contributing to ongoing improvements in the consistency of data usage across the school. The Professional Learning Community approach was introduced, which assisted them to use an inquiry cycle to monitor the effectiveness of their teaching on student learning outcomes. This was further supported by the development of a school data wall.
- The Panel also heard how individual students were monitored, using a range of assessment and wellbeing data. This supported teachers across the school displaying knowledge of individuals and the whole cohort.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals and targets

SSP Goal 1:

The 2018 - 2021 School Strategic Plan for Sunbury West Primary School set a goal to build the practice excellence and improve student learning outcomes. The Panel found that the school partially met this goal, as one target was partially met, whilst two other targets were not met.

SSP Goal 2:

The second goal was to build leadership teams to lead school improvement. The Panel found the school partially met this goal, with both targets being partially met.

Findings against the Terms of Reference (ToR) Focus Questions

ToR Focus Question 1: To what extent has the school's instructional practices impacted on consistency of practice and improved student outcomes?

The Panel concluded that instructional practices and teacher collaboration were not yet consistently embedded into routine practice for all adults at the school, although some practice, for example the use of Learning Intentions and success Criteria was routinely used. There were some opportunities for teachers to work together informally, but the processes to provide effective and formalised collaboration were not yet embedded and were not fully supporting the development of teacher capacity across the school. The Panel noted that staff professional learning was prevalent, but the lack of monitoring and evaluation of pedagogical and instructional practices was not yet routinely in place to ensure the consistency and impact of teaching to maximise learning for all students.

ToR Focus Question 2: How effectively is assessment data and evidence used to differentiate learning and monitor learning growth?

The Panel found evidence that data use had improved throughout the strategic planning cycle as the school had adopted the Professional Learning Community (PLC) cycle of inquiry approach. However, the Panel concluded that this was not yet consistently applied and continued professional learning in data literacy would increase teachers' and leaders' ability to design and reshape learning with effective challenge for all students. The Panel also found that whole school monitoring of data was not yet routinely undertaken to maximise the impact of teaching on student learning.

ToR Focus Question 3: To what extent has learner agency been activated to empower students as partners in learning and raise their levels of engagement?

The Panel concluded that learner agency was still emerging in the practice of the school and opportunities to enhance this further were not yet fully embedded. The relationships between students and adults in the school were respectful and supported learning and wellbeing. Similarly, the partnerships between the school and parents were positive, but not yet specifically focused on supporting student learning outcomes. The Panel felt that further professional learning to promote learner agency, along with progressing towards a sequential continuum of learning, would support teachers to facilitate students as leaders of their own learning.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN

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

- Professional Learning Community (PLC)
- Use data to differentiate teaching and learning
- Consistent high quality instructional practices
- Learner agency
- Student goal setting and monitoring learning
- Parent, family and community partnerships
- Tiered wellbeing approach
- Staff capacity and systems to meet wellbeing and mental health needs.