

School Review Report 2018

Moonee Ponds Primary School

South Western Victoria Region

School Number 3987

Validation Day	Wednesday 5 September 2018
Fieldwork Day 1	Wednesday 19 September 2018
Fieldwork Day 2	Thursday 20 September 2018
Final Panel Meeting	Friday 12 October 2018



Strategic Plan 2015--18

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Review Company	National Curriculum Services

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1.Public section

1.1. SCHOOL CONTEXT	
Location and history	Moonee Ponds Primary School is located in the inner north west of Melbourne. The school was established in 1919 as a primary school. It became a 'central' school with students from Preparatory to Year 8, and in 2013 the school again became a primary school.
School facilities	In addition to general classrooms, the school has a Sports and Performance Centre with a half-court gym, a dedicated music room and a dedicated performing arts room. There is also designated Italian/LOTE, visual arts and science rooms. The strategic plan period included development of a sustainability garden and chicken enclosure, playground development, shade sail and tap installation, football goal posts and an outdoor maths garden/learning area.
Enrolments	The school has a current enrolment of 345 students organised into 16 classes. The school is structured in year level groupings: Foundation as a single year level and Years 1/2, 3/4 and 5/6 as multi-age year levels. Enrolment has increased from 283 students in 2013.
SFOE	The 2018 Student Family Occupation Education (SFOE) index was 0.17.
Staff profile	Staff work in Professional Learning Teams (PLTs) within the year level structure. There is a PLT leader for Foundation, two for Year 1/2, and one each for Year 3/4 and Year 5/6. The leadership structure includes PLT leaders, learning area leaders, an assistant principal and principal. Specialist staff consist of one Physical Education, one Arts and one LOTE (Italian) teacher.
Curriculum	The school's curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 ¹ aligned with the Victorian Curriculum.
Additional information	Student voice, incorporating students as leaders of their learning and leaders in their community, was a priority focus during the strategic plan period. This was reflected in initiatives such as the Student Representative Council, Green Team, Coastal Ambassadors, Buddies and House Captains. Fortnightly school assemblies are led by the School Captains. Students have the opportunity to explore their interests through a variety of extra-curricular activities and specialist subjects. Other examples include weekly foundation visits to the a local aged-care facility and debating in Year 5 and 6. Parents are involved in the school through the School Council, a Parent Association and mid-year parent teacher meetings using a three-way conference where students from Foundation to year 6 lead the discussion about their learning.

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

1.2. SCHOOL HIGHLIGHTS

Highlight 1

Title: Student leadership	FISO Priority: Positive climate for learning	Dimension: Empowering students and building school pride
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The review panel and fieldwork confirmed that a key school highlight was the range of initiatives implemented during the strategic plan period that were designed to build the capacity of all students to be leaders of their learning and leaders in their community.

Student leadership in the school community included developing and applying leadership skills in authentic contexts such as the SRC, Green Team, Coastal Ambassadors, Buddies, House Captains and school assemblies. The curriculum enabled student leadership to extend outward through actions such as weekly Foundation student visits to a local aged-care facility.

Building the capacity of all students to be leaders of their learning was multi-faceted and included emerging roles in goal-setting and providing feedback about their learning.

Positive movements in student and parent survey data provided evidence that the initiatives were effective. Panel observations and discussions corroborated this view.

Highlight 2

Title: School Climate: Collective efficacy, collaborative practices and supportive relationships	FISO Priority: Positive climate for learning	Dimension: Setting expectations and promoting inclusion
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The review panel and fieldwork confirmed that the school climate improved during the strategic plan period. The panel view was that the school had successfully emerged from a restructuring process during which many challenges had to be addressed. The school's Mission, Vision and Values provided the anchor for culture building as a new organisation.

Staff, parent and student surveys strongly endorsed the perception of an enhanced positive culture. Feedback during the fieldwork from all stakeholders highlighted a strategic focus, supportive processes and high expectations as contributing factors. An emphasis on high expectations, consistency and collective efficacy resulted in authentic conversations and a focus on improved outcomes for students

1.3. SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals

SSP Goal 1

The 2015–18 School Strategic Plan for Moonee Ponds Primary School set a goal to improve the learning growth of every student in literacy and numeracy. The Panel found that the school partially met this goal, with two targets met and three partially met.

SSP Goal 2

A second 2015–18 Moonee Ponds Primary School SSP goal was to ensure that students are at the centre of their learning. The Panel found that the school met this goal, with two targets met and one partially met.

SSP Goal 3

The third SSP goal was to develop active, inspired and courageous citizens across the school. The Panel found that the school met this goal, with the two targets met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent has the Instructional model

- consistently been embedded across the school?
- incorporated differentiated point of need teaching?

The panel found a high degree of fidelity in the implementation of the structure of the school's instructional model. In addition to teacher depth of knowledge, students and parents were able to articulate and describe the various parts of it. Classroom observations revealed aspects of all five elements of the model and the complementary high-yield learning strategies as being evident in classroom practice and routines. The panel formed an opinion that the use of evidence-based teaching and learning practices had been strengthened during the SSP period, confirming the emerging rating on the Framework for Improving Student Outcomes (FISO) Evidence-based high impact teaching strategies dimension. This was evident in English and Mathematics. Artefactual evidence such as planning documents and classrooms boards observed in fieldwork provided corroborating evidence for this finding.

Terms of Reference Focus Question 2: How does the school further build capacity to embed differentiated point of need teaching and learning approach?

The panel found that the school's organisational structure was designed to effectively build capacity to embed differentiated point of need teaching and learning approach. It was clearly focused on:

- supporting teachers to collaboratively build their capacity to implement the school's differentiated standards-based instructional system, and
- providing feedback and incentives for them to continuously improve their practice and the performance of their students.

The organisational design included effective leadership, a Professional Learning Community (PLC) initiative, partnering with another school, the capacity building for middle level leadership, collegiate observations, performance development planning, and other support and feedback to teacher supports.

Terms of Reference Focus Question 3: How does the school further activate student agency in learning?

The panel's key finding was that evidence clearly showed that the school had activated student agency. The panel also viewed this area was a developmental work-in-progress, and that further activation of student agency could be achieved through formalising its place in the school's instructional framework. Such a framework provided the opportunity for further articulating the role of the student in its various parts, particularly in goal setting and feedback.

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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:

- learning growth for every student with an initial emphasis on Reading
- further development of students who are actively engaged in and connected to their learning.
- continuing to develop respectful and resilient students who display growth mindsets.