

School Review Report 2021 Cycle



Preston West Primary School

School number: 3885

North Western Victoria Region

Dates of Review

Validation Day: 16 February 2021

Fieldwork Day/s: 21 and 23 February 2021

Final Panel Day: 3 March 2021

Strategic Plan 2017–20

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CONTENTS

1. PUBLIC SECTION	3
1.1 SCHOOL CONTEXT	3
1.2 SCHOOL AND COMMUNITY HIGHLIGHTS	4
1.3 SUMMARY OF KEY REVIEW FINDINGS	5
1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN.....	6

1. Public section

1.1 SCHOOL CONTEXT	
Location and history	Preston West Primary School is located in the City of Darebin in the North Western suburbs of Melbourne approximately 11 kilometres from the Melbourne Central Business District. The school was founded in 1915.
School facilities	In addition to the original two storey red brick building, the school grounds include a gymnasium/performing arts centre and a music room, a two-storey portable building and three sets of portable classrooms arranged into learning hubs. Outdoor spaces with tiered seating provide arenas for community gatherings. Ceramic artworks by students feature in outdoor spaces. There are landscaped Australian native plant gardens, and a dry creek riverbed, three adventure playgrounds, a new artificially turfed athletics sports ground, an oval, and a range of facilities for ball games.
Enrolments	Enrolments at the time of the review were approximately 677 students. Over the past four years, enrolments remained steady.
SFOE and SFO	The school 2021 Student Family Occupation Education (SFOE) index was 0.1992.
Staff profile	The staffing profile of Preston West Primary School includes a Principal and Assistant Principal, 39 teachers, and 15 Education Support (ES) staff, making a total of 56 Equivalent Full Time (EFT) staff.
Curriculum	The school's F-6 curriculum framework incorporated the eight learning areas of English, mathematics, sciences, humanities and social sciences, the arts, STEAM, LOTE (Italian), health and physical education, information and communication technology, and design and technology, aligned with the Victorian Curriculum.
Additional information	The school provides an accredited Before and After School Hours Care (BASHC) Program and instrumental music. The school accepts international students.

1.2 SCHOOL AND COMMUNITY HIGHLIGHTS

Highlight 1

Title: A strong focus on teaching and learning

FISO dimension: Building practice excellence

The Panel found that a key school highlight was:

- Preston West Primary School worked to build consistent, high quality teaching practice.
- The intent was to achieve improved student learning outcomes.
- The school designed and implemented explicit teaching models for Literacy and Numeracy, supported by building school-wide, consistent teaching practice. Leading teachers and Learning Specialists coached and mentored staff in the desired methodology. Staff worked collaboratively in Professional Learning Communities (PLC) to build consistent teaching practice. A range of assessment instruments was implemented, and the data was triangulated. School-wide moderation of writing was undertaken, several times a year.
- The Panel agreed students' results had particularly improved in Year 5 NAPLAN Writing and Numeracy, and in Writing and Spelling Benchmark Growth, Year 3 to 5.

Highlight 2

Title: Positive learning environment and commitment to wellbeing

FISO dimension: Setting expectations and promoting inclusion

The Panel found that a key school highlight was:

- The school sought to build a safe and engaging school environment.
- The intent was to create a positive climate for learning.
- Preston West Primary School ran events, which included a Community BBQ, concert, and art show, to foster belonging, connection, engagement, and school pride. The school introduced several programs to build responsible and respectful relationships, resilience, and wellbeing in students. Staff wellbeing was supported through collaborative team practices.
- The Panel noted that student data had improved across several measures. Students reported that the staff were caring, their peers were friendly and accepting, and the school's values were lived. Staff positive responses to the School Climate domain were very high and had increased over the past three years.

Highlight 3

Title: A multitude of extra-curricular activities that are offered to students across the school

FISO dimension: Intellectual engagement and self awareness

The Panel found that a key school highlight was:

- The school provided a diverse range of extra-curricular activities.
- The intent was to assist students to learn, grow and thrive towards reaching their full academic, social, and emotional potential.
- Students were able to pursue their musical talents through school choirs and rock bands – performing in the Northern Suburbs School of Rock, the Boite Choir and PWPS Has Talent. Students participated in interschool sports, swimming, cross country, and athletics; and engaged in gymnastics, tennis, and cricket through external providers. A range of lunchtime clubs catered to different interests. Multi-aged, theme-based, activity days were held each term, the highlight being Multicultural Day.
- The Panel agreed that the school provided an extensive and diverse range of extra-curricular activities which engaged students in the life of the school, built student relationships and self-worth.

1.3 SUMMARY OF KEY REVIEW FINDINGS

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

SSP Goal 1:

The 2017–20 School Strategic Plan for Preston West Primary School set a goal to build teacher capacity to use data, accurately assess achievement, differentiate the curriculum and teach to students' point of need to ensure challenge and progress for every student, particularly the more able. The Panel found the school partially met this target, with four targets partially met and one not met.

SSP Goal 2:

The second goal was to enhance and promote student voice, agency and decision making across the school. The Panel found the school partially met this goal, with two of the three targets met and one target partially met.

SSP Goal 3:

The third goal was to enhance the level of professional leadership across the school. The Panel found the school met this goal with the three targets met.

Findings against the Terms of Reference Focus Questions

TOR1: To what extent are data and assessment used to inform planning, teaching, and learning to meet each learner's point of need?

The Panel concluded that the school was data focussed, and that it collected a comprehensive range of data. The Panel identified inconsistent practices in the use of data across Year levels, learning areas and with students, and the placing of students into ability groups. The use of data to inform planning and teaching for differentiated learning was identified by the Panel as a key future direction.

TOR 2: How may the school further build teacher capacity to respond to student learning needs?

The Panel identified strong collaborative teams across the school. The Panel agreed that a literacy and numeracy instructional model was in place, although the reflection component was yet to be embedded. The Panel found that opportunities for peer observations and coaching had declined during remote teaching.

TOR 3: To what extent does the school develop student voice and agency in their learning?

The Panel identified that student voice and agency in learning was teacher driven. Goal setting practices required further strengthening. Students identified themselves by assigned ability groups, and they demonstrated limited capacity to identify their next learning steps. There were few opportunities for students to influence curriculum.

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:

- Literacy and Numeracy, particularly improving Reading
- High Impact Teaching Strategies
- Professional Learning Communities
- Student voice and agency
- Two-way feedback between students and teachers, and students with students
- Student goal setting
- Student wellbeing