School Review Report

Weeden Heights Primary School

School number: 5157

North-Eastern Victoria region

Validation Day: 21 November 2023

Fieldwork Day: 29 November 2023

Final Panel Day: 6 December 2023

Strategic Plan 2019-2023

School Principal	**Name: Kylie Campbell** **Email address:** Click or tap here to enter text.
School Council President	**Name: Gavin Hodgins** **Email address:** Click or tap here to enter text.
Senior Education Improvement Leader	**Name: Richard Lambert** **Email address:** Click or tap here to enter text.
School Reviewer	**Name: Kevin Enright** **Review Company: VALAD Solutions** **Email address:** Click or tap here to enter text.
Challenge Partner 1	**Name: Natalie Grieve** **Email address:** Click or tap here to enter text.
Challenge Partner 2	**Name: Alison Lough** **Email address:** Click or tap here to enter text.

Contents

1. Public section

1.1 School context	
Location and history	Weeden Heights Primary School is located in the City of Vermont South in the north-eastern suburbs of Melbourne approximately 28 kilometres from the Melbourne Central Business District. The school was founded in 1980.
School facilities	The school grounds include a main building, an indoor multi-purpose hall and an Outside School Hours Care facility. The grounds include an adventure playground, basketball and netball courts, an oval, a kitchen garden and a chicken enclosure.
Enrolments	Enrolments at the time of the review were approximately 164 students. Over the past four years, enrolments decreased by 0.6 per cent.
SFO and SFOE	The Student Family Occupation (SFO) index was 0.1724 in 2023.
Staff profile	The staffing profile of Weeden Heights Primary School includes a principal, a learning specialist, 8.6 full time equivalent teachers, 4.0 full time equivalent Education Support (ES) staff, an office administration staff and a 0.5 EFT wellbeing officer.
Curriculum	The school provides an approved curriculum framework to meet student needs. The school provides specialist programs in physical education, visual arts, language (French) and science technology engineering and maths (STEAM).
Additional information	The school provides its own accredited Out of School Hours Care (OSHC) program. The school provides a range of extra curriculum activities such as choir, leadership, public speaking, a school production, library club, buddies, lunchtime clubs, coding and fundraising. Instrumental music is outsourced. The school has a specific wellbeing program supported by a wellbeing officer and an Information Communication Technology (ICT) program.

1.2 School and community highlights

Highlight 1

Title: Community engagement with remote learning.

The Panel found that a key community highlight at Weeden Heights Primary School was strengthened engagement, connection and partnerships with the community during remote learning.

Weeden Heights Primary School achieved this by:

- School culture, pride and determination to acknowledge and celebrate students' unique characteristics, promote inclusion, develop effective relationships and strive for the learning growth and wellbeing of all students. The provision of specialist areas and non-curricula activities compliment this child centred approach.
- Strategic and focussed leadership and staff.
- Strengthened engagement, connection and partnerships with the community through: the transition to remote learning, the development of staff, student and community ICT skills, online events, the school musical production, independent learning through Google Classroom and the school's Bring Your Own Device (BYOD) program.
- Google Classroom instructional manuals for parents.
- Continuation of all school programs: class meetings, whole school assemblies, daily teaching groups, online assessments, individual and personalised learning programs, student learning goals, Individual Education Programs (IEPs), Student Support Group meetings (SSG's), student led conferences, extension and enrichment programs and students attending the specialist programs.
- Continued student assessments.
- Social groups conducted by wellbeing officer.
- Online parent forums.
- Staff meetings and professional learning.
- Online and wellbeing events.
- The whole school production in 2021 used greenscreen during remote learning. Class items were completed on return to school.
- The developments from remote schooling changed student learning. Instructional videos made during remote learning remain in use. Individualised work and homework continued via online classrooms.
- Mobile labs were created.
- BYOD programs were introduced in 2023.
- Students had greater 'voice and choice' with learning tasks.

Highlight 2

Title: Excellence in curriculum development.

The Panel found the second highlight at Weeden Heights P.S. was the documentation of developmental learning sequences in Reading and Viewing and Number, the linking of assessment to the Victorian Curriculum and planning and catering for individual student growth.

The school achieved this by:

- Strategic leadership and intent that enabled the school to be rated as an Influencer and Systems Leading School with very high results consistently over the previous three years.
- Improved student learning through assessment analysis and point of need teaching, underpinned by an expectation of excellence.
- Clear curriculum scope and sequence documentation, data walls and student tracking data that supported teachers to implement the instructional models and drive learning growth.
- Learning Specialists (LS), School Improvement Team (SIT) team and the network Education Improvement Leaders (EILs) linked reading assessment to the Victorian Curriculum.
- Activities supporting student's individual learning goals and students grouped with like needs within the instructional models.
- The application of a strategic approach in Mathematics.

Highlight 3

Title: Development of Professional Learning Teams (PLCs) throughout the school.

The Panel found the third highlight at Weeden Heights P.S. was the development of Professional Learning Teams (PLCs) throughout the school.

Key staff at WHPS completed PLC training in 2019. PLCs were implemented in whole school teams. PL developed staff understandings of the inquiry process and cycle. The school built staff PLC expertise with support, discussion and ongoing PL for PLC cycles.

This was achieved by:

- Strategic leadership.
- PLCs throughout remote learning.
- Reading and Viewing assessment unpacked by staff.
- Documentation of reading and viewing developmental sequence.
- School visits.
- The SIT team documented PLC expectations and refined process prioritising the individual needs of staff.
- The PLC approach enabled staff to deepen their understanding of student learning needs, improve learning through lesson planning and targeted learning approaches, enrich data analysis, co-construct individual student learning goals and develop IEPs.

Highlight 4

Title: Strengthening educational partnerships with local schools.

The Panel found the fourth highlight at WHPS was the strengthening of educational partnerships with local schools.

Literacy and Numeracy leaders participated in and strengthened educational partnerships. The school participated in the Riversdale Network PL, the Department of Education's (DEs) School Improvement Partnership (SIP) program and the Whitehorse Early Years Network.

This was achieved through:

- Strategic leadership.

- Co-ordinators completed literacy and numeracy training and attended network events and PL. They provided staff PL remotely and in person. This ensured a common approach and deepened staff understandings.

- WHPS was nominated for a SIP program and formed the Small Schools Coalition with six schools in NEVR. The focus was on assessment. Schools engaged in learning walks investigating pedagogy and planning in a smaller school context. The team looked at formative assessment and participated in the extensive PL and key readings.

- Established connections with new schools.

- Smaller school access to ongoing numeracy PL. Ongoing commitments were established through PLCs and connection to school context.

- The mathematics co-ordinator and principal attended the numeracy network days. This enabled extensive networking, particularly after remote learning, and the investigation of best practices.

- Reconnection with local preschools post remote learning.

1.3 Summary of key review findings

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

SSP Goal 1	The 2019-2023 SSP for Weeden Heights Primary School set a goal to maximise high learning growth in literacy for all students The panel found that the school had partially met this goal, with three targets met and one target not met.
SSP Goal 2	The second SSP goal was to improve numeracy outcomes for all students. The panel found that the school had partially met this goal with one target met and two targets not met.
SSP Goal 3	The third SSP goal was for students to take greater responsibility for their learning and become independent and self-regulating learners. The panel found that the school had partially met this goal with two targets met, two targets partially met, and one target not met.

Findings against the Terms of Reference Focus Question

Terms of Reference Focus Question 1: To what extent does the instructional model promote higher order thinking?

The panel concluded that a whole-school instructional model was in place. Progress was made in using evidence-based teaching and learning approaches, particularly through the Professional Learning Community (PLC) approach. There was a focus on explicit teaching within the instructional model. The panel found that the promotion higher order thinking was yet to be embedded within the instructional model.

Terms of Reference Focus Question 2: To what extent does student voice and agency impact learning growth?

The panel found that the school had extensive student leadership opportunities in place and some avenues for students to follow their interests within the curriculum. Students were able to provide some feedback on the impact of teaching and learning. Despite significant learning growth data, the panel found there were limited opportunities for students to consistently influence curriculum design through learner agency.

Terms of Reference Focus Question 3: How do responsive practices support student engagement and wellbeing?

The panel found that the school had a range of multi-tiered, responsive practices and strategies for student engagement and wellbeing. The school was pro-active in identifying, tracking, and responding to student engagement and wellbeing needs. Student wellbeing was tracked and documented across the school. The panel found that the school had embedded responsive practices that supported student engagement and wellbeing.

VICTORIA State Government | Department of Education

1.4 Summary of areas of focus for the next School Strategic Plan

The school review panel recommended the following areas of focus be captured in the next School Strategic Plan:

- Optimising student learning with a focus on improving differentiation and higher order thinking
- Student voice, agency
- Student attendance with a focus of reducing the percentage of students with 20 or more days absent.
- Student wellbeing with a focus on structures, processes and practices that support student learning, inclusion and wellbeing

VICTORIA State Government | Department of Education

Appendix 1: Methodology part 1 - Terms of reference (TOR) focus questions

Terms of reference focus questions
Focus question 1: To what extent does the instructional model promote higher order thinking?
Rationale: The panel concluded that a whole-school instructional model was in place and that progress was made in using evidence-based teaching and learning approaches, particularly through the Professional Learning Community (PLC) approach. The panel agreed there was a focus on student growth within the instructional model, but wondered whether promotion of higher order thinking was promoted within the instructional model.
Focus question 2: To what extent does student voice and agency impact learning growth?
Rationale: The panel found that the school had extensive student leadership opportunities in place and some avenues for students to follow their interests within the curriculum. Students were able to provide some feedback on the impact of teaching and learning. However, despite significant learning growth data, from classroom observations, the panel wondered if there were opportunities for students to consistently influence curriculum design.
Focus question 3: How do responsive practices support student engagement and wellbeing?
Rationale: The panel found that the school had a range of multi-tiered, responsive practices and strategies for student engagement and wellbeing. The school was pro-active in identifying, tracking, and responding to student engagement and wellbeing needs. The panel wondered how these embedded responsive practices supported student engagement and wellbeing.

Appendix 2: Methodology part 2 - Agendas

AGENDAS

Validation Day Agenda

VALIDATION DAY AGENDA			
Time	Activity	Lead	In attendance
8:30	**Welcome** - Acknowledgement of Country - Welcome the school review panel - Facilitate introductions	Principal	School review panel – core members and challenge partners
8:35	**Purpose of review** - Outline purpose of the review - Discuss roles and responsibilities of core panel (school council president, principal, SEIL, reviewer)	Reviewer	School review panel – core members and challenge partners

8:45	**Performance against previous School Strategic Plan**
	
	- Short overview of PRSE process
	- Reviewer facilitates:
	   o performance against the Goals and Targets of its School Strategic Plan (SSP)
	   o enablers and barriers to success
	   o key achievements and challenges
	- Students present on their experience of and relationship with the PRSE
		Principal
		
		Reviewer
		
		Student/s
			School review panel – core members
			
			challenge partners
			
			School Improvement Team and students (for relevant sections)

10:15	**Parameters of classroom observations/ focus groups**: - Use resources (checklists/questions) to determine the parameters for the classroom observations/focus groups; what is being observed and why; what questions will be asked. Ensure focus is on student voice, agency and leadership; curriculum content; and teacher practice: knowledge and skills of teachers - Who will be observing/leading what - Introduce resources (checklists/questions)	Reviewer	School review panel – core members and challenge partners
10:30	Morning tea		
10:45	**Classroom observations/student focus groups** - Structured according to agreed approach in the preparation meeting - Core members of the school review panel likely to each lead a classroom observation/focus group	Core school review panel members and challenge partners	School review panel – core members and challenge partners *students likely to be involved as part of a focus group
11:45	**Report back** - Share and synthesise observations and findings from the classroom observations/ focus groups	Reviewer	School review panel – core members and challenge partners
12:30	Lunch		
1:00	**Continua and PLC fidelity and impact** - Validate school's proficiency status against FISO Continua of Practice - Discuss and consider the PLC fidelity and impact using the DE provided template, considerations may include what evidence is there these are in place? What evidence may need to be gathered via fieldwork? - Determine any additional fieldwork days for the review based on the above discussion - Ensure there is a rationale for why the additional fieldwork days will or will not be utilised	Core school review panel members	School review panel – core members and challenge partners

2:30	**Terms of reference for the review**	Reviewer	School review panel – core members and challenge partners
	Develop focus questions and methodology for the review – this may include a separate PLC ToR or PLC subset questions as part of a broader ToR		
4:30	Close		

Fieldwork Day Agenda; Tuesday 29th November 2023

FIELDWORK AGENDA			
Time	Activity	Lead	In attendance
8.45 - 9:00 am	Introduction and overview for the day Terms of Reference SIT and coordinators presentation: curriculum planning & assessment	Reviewer	Reviewer, core panel members and challenge partners
9.05 – 9.40 am	Classroom Observations Junior and senior school – panel teams led by SEIL and reviewer	Reviewer	Reviewer, SEIL and challenge partners
9.40 - 10.20 am	PLC and team planning Senior School (Years 3 – 6)	Reviewer	Reviewer, SEIL and challenge partners
10.20 11.00 am	PLC and team planning Junior School (Prep, Years 1 – 2)	Reviewer	Reviewer, SEIL and challenge partners
11am – 11.30am RECESS			
11.30 am - 12.00 pm	Student Focus Groups: Years 3 / 4 and 5 / 6 Panel teams led by SEIL and reviewer	Reviewer	Reviewer, SEIL and challenge partners
12.00 - 12.30 pm	Leadership and Co-ordinator Team focus group	Reviewer	Reviewer, core panel members and challenge partners
12.50 – 1.20 pm	Report back	Reviewer	Reviewer, core panel members and

VICTORIA State Government | Department of Education

Time	Activity	Lead	In attendance
			challenge partners
1.20 – 1.50pm Lunch			
1.50 – 2.10 pm	Classroom Observations	Reviewer	Reviewer, SEIL and challenge partners
2.10 – 2.50 pm	Report back	Reviewer	Reviewer core panel members and challenge partners
2.45 – 3.30 pm	Parent Forum	Reviewer	Reviewer, SEIL and challenge partners
3:30 – 4:20 pm	Teacher Focus Group	Reviewer	Reviewer, SEIL, and challenge partners
4.20 – 4.40 pm	Report Back Session	Reviewer	Reviewer core panel members and challenge partners
4:40 pm	Close		

Final Panel Day Agenda: November 6th, 2023

FINAL PANEL DAY AGENDA			
Time	Activity	Lead	In attendance
8:30	**Welcome** - Acknowledgement of Country - Update panel on fieldwork	Reviewer	School review panel – core members and challenge partners
8:35	**Purpose of Final Panel meeting** - Outline purpose and agenda of the Final Panel meeting	Reviewer	School review panel – core members and challenge partners
8:45	**Where are we now? Reflecting on the data and evidence collected during the review** The panel can reflect on the data and evidence collated across the review by:	Reviewer	School review panel – core members and challenge partners

VICTORIA State Government | Department of Education

	- brainstorming key themes that have arisen throughout the review. - reviewing available data and identifying the most significant areas for growth - discussing the root cause of issues identified throughout the PRSE, field work findings against the terms of reference and performance against the previous SSP. - Confirm panel's FISO Continua of Practice assessment		
10.15	Morning tea -		
10.45	**Where do we want to be? Developing Goals** To identify appropriate Goals for the next SSP, the panel should: - reflect on key themes, issues and challenges identified across the review. - identify the areas of student learning and wellbeing most in need of improvement. - prioritise these areas so that there are 2-4 for focus.	Reviewer	School review panel – core members and challenge partners
12.00	**Where do we want to be? Setting Targets** To develop Targets, review panels should: - identify which data sources will most effectively measure progress towards the Goals - identify a baseline for each different measure - identify an appropriate target for the four-year period, considering how percentages translate to the number of individual students in their cohort as well as the performance of similar schools.	Reviewer	School review panel – core members and challenge partners
1.30	Lunch		
2.00	**How are we going to get there? Developing KIS** To develop KIS, review panels should: - reflect on the root causes and factors contributing to the learning and wellbeing areas identified for improvement in the Goals - identify the FISO 2.0 core elements that correspond to these root causes and will enable the changes in student outcomes articulated in the Goals. - consider what the next logical step is for a school to move towards the level of excellence articulated through the Illustrations of practice for the selected core elements	Reviewer	School review panel – core members and challenge partners
3.30	Close		