

School Review Report 2018

1386

Lethbridge Primary School

10th, 16th 17th & 28th May

Strategic Plan 2015 – 2018

School Performance Group Transform

Endorsements



School Principal	Name: Emma Remilton (acting)
School Council President	Name: Sharlene Jury
Senior Education Improvement Leader	Name: Phonse Crawford
Accredited School Reviewer	Name: Wendy Hubbard
Review Company	Ed Solutions Pty. Ltd.

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1. Public section

1.1 SCHOOL CONTEXT	
Location and history	Lethbridge Primary School is located at Lethbridge, a rural town that lies 31 kilometres north of Geelong and 58 kilometres south of Ballarat in Victoria. The school was founded in 1874 and was originally located on the Midland Highway. The school moved to new school buildings on the current site in 2010. The school falls within the Department of Education and Training area of Central Highlands.
School facilities	School facilities comprise a main building housing administration spaces and five classrooms clustered around a shared learning space. A multi-purpose learning space adjoins the main building and a relocatable double classroom building sits adjacent. The school grounds include areas for active and passive play and gardens. The school is located next to the Lethbridge Recreation Reserve and has access sporting facilities including two ovals and four tennis courts.
Enrolments	Enrolment at the time of the review was 133 students. Over the past four years, enrolments have increased by seven students.
SFO and SFOE	In 2018 the Student Family Occupation (SFO) index was 0.4695 and the Student Family Occupation Education (SFOE) index was 0.4260.
Staff profile	The staffing profile of Lethbridge Primary School includes a principal, eleven teachers with a mix of time fractions and three educational support staff including two teacher aides and a business manager. A part-time teacher (0.4 EFT) is employed to provide coaching and mentoring for teachers.
Curriculum	The school provides an approved curriculum delivering learning in each of the areas of the Victorian Curriculum. Specialist teaching in STEM (science, technology, engineering and mathematics), Italian Language, literacy intervention for early learners and visual arts are part of the teaching and learning program.
Additional information	<p>The School Wide Positive Behaviour and Respectful Relationships programs were introduced at the school in 2017.</p> <p>An Out of School Hours care program is provided by an external organisation and operates at the school each day.</p>

1.2 SCHOOL HIGHLIGHTS

Highlight 1: Parents and carers as partners

The school worked to improve the relationship with families. An online school app was introduced to allow another avenue for parents to contact staff. The panel established that leadership worked to build stronger links with families by greeting them at the school gate before and after school. All staff were available after school on most days to talk with parents and caregivers on a more informal basis. A parent helper program was introduced to provide regular opportunities for parents to be involved in classrooms.

Community events were held throughout the year, including mid-term breakfasts and a 'welcome back' barbeque for students and their families at the start of each school year. Special assemblies were held each term with presentations from students and class groups sharing their learning. The weekly assembly was moved from Monday mornings in the multipurpose room to Friday afternoons in the shared learning space referred to as the 'Learning Street'. The school reported increased attendance by families as a result of the change. The assembly format was changed from being led by staff to being led by the Year 5/6 student leaders. The panel endorsed the school's endeavours to improve the relationship with parents and supported the school's assessment that improved relations with families was a highlight. *(FISO Priority Area - Community Engagement in Learning)*

Highlight 2: Empowering students

Individual learning goals have been developed for every student in the school with the aim of personalising the learning program for each student. Goals were set for reading, writing, mathematics and personal learning using the teacher developed *I can* statements aligned with the Victorian Curriculum. The student learning goals were designed to be short term and reviewed as part of teacher-student conferences within a 2-3 week cycle to ensure that all students had a voice in their learning and that goals were set at the student's point of need. The panel endorsed the school's nomination of allowing students a greater voice in their learning, as a highlight. *(FISO Priority Area - Positive Climate for Learning)*

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals

SSP Goal 1:

The 2015 - 2018 School Strategic Plan for Lethbridge Primary School set a goal to improve literacy and numeracy outcomes for every student across the school. The panel found that the school did not meet this goal as the majority of the five targets aligned with student learning growth and achievement in NAPLAN were not met.

SSP Goal 2:

The 2015 – 2018 School Strategic Plan set a goal to deepen and strengthen students' sense of connectedness to school and peers and promote a stronger sense of engagement in their learning. The panel agreed there was evidence in the 2017 student survey and from student comments as part of focus groups to indicate that the goal was partially met. However, the target associated with this goal was not met as the variables or factors in Student Attitudes to School Survey changed in 2017, so school performance up to 2018 could not be ascertained.

SSP Goal 3:

The 2015 – 2018 School Strategic Plan set a goal to develop student resilience and confidence to enable them to fully participate in school programs and beyond. The panel agreed there was evidence in the 2017 student survey and from student comments in focus groups to indicate that the school was working towards the achievement of the goal. However, the panel found that the targets associated with this goal were not met as the variables or factors in Student Attitudes to School changed in 2017, so school performance up to 2018 could not be ascertained.

SSP Goal 4:

The 2015 – 2018 School Strategic Plan set a goal to effectively manage staffing profiles within budget constraints while providing a rigorous engaging education. The panel agreed that this goal was met as the three targets associated with the Student Resource Package and growth in student enrolments were met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent is there a whole school understanding of effective and consistent teaching and learning practice in support of improved student learning outcomes?

It was evident that while the school had worked to build whole school consistency over time, the panel found that it was not apparent that a whole school understanding of effective and consistent teaching and learning practice was in place.

Terms of Reference Focus Question 2: To what extent is assessment data used collectively to drive and plan for a differentiated curriculum to meet the learning needs of students?

It was evident to the panel that with the recent emphasis on the development of teacher data literacy there was a collective focus on using data to inform curriculum planning. However, it was not readily apparent that all teachers were using student learning data to inform the planning of a differentiated curriculum to meet the learning needs of students.

Terms of Reference Focus Question 3: To what extent do students have agency and voice in their learning?

The panel found there was limited evidence to indicate student voice and agency in learning was activated apart from the more recent the focus on student goal setting in reading, writing, mathematics and personal learning.

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:

- Improving numeracy outcomes for all students
- Improving student engagement and agency in learning.