

School Review Report 2019–23 Cycle



Montpellier Primary School

4972

South Western Victorian Region

Validation Day: October 14th, 2019

Fieldwork Day/s: October 21st, 25th 2019

Final Panel Day: October 30th, 2019

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1.1 SCHOOL CONTEXT

Location and history	Montpellier Primary School is located approximately ninety kilometres south west from Melbourne's Central Business District (CBD), in the Geelong suburb of Highton.
School facilities	The school's facilities include a main building, incorporating staffroom, classrooms and varied staff and administration offices. Additional buildings include a recent large fixed learning space and relocatable buildings, housing classrooms and specialist teaching spaces. Over the School Strategic Plan (SSP), the school redeveloped the school grounds to include extensive play areas, including shaded areas for students, a synthetic oval, gymnasium, two open netball/basketball courts, sand pits and spaces for outdoor learning.
Enrolments	Enrolments at the time of the review were approximately 650 students. Enrolments have steadily increased over the strategic period.
SFO and SFOE	The Student Family Occupation Education (SFOE) index in 2019 was 0.22.
Staff profile	The staffing profile of Montpellier Primary School includes the Principal, 2.0 fulltime equivalent (FTE) Assistant Principals, two Learning Specialists, 34.6 FTE teaching staff, and 9.4 full time equivalent (EFT) Education Support (ES) staff, including classroom integration and office administration staff.
Curriculum	The school provides an approved sequential Victorian Curriculum framework Foundation to Year 6. French was offered through the Languages other than English (LOTE) program, (this will change to Indonesian in 2020). Physical Education (PE), Visual Arts, and Science, Technology, Engineering and Maths (STEM 3-6) are additional specialist areas provided by the school. Technology is integrated across classrooms with large screen TVs, access to banks of laptops and iPads, and a Bring Your Own Device (BYOD) program operates at Years 3-4.
Additional information	Enrichment learning activities and extra curricula programs are offered for students in a range of environments. These include; swimming, camping and interschool sport programs; and student leadership opportunities. A chaplain (0.2.5 FTE), provides the school with additional pastoral support with the aim of building positive and inclusive relationships. The school operates an out of school hours care (OSHC) program providing before and after school care and vacation care for students.

1.2 SCHOOL AND COMMUNITY HIGHLIGHTS

Highlight 1:

Title: <i>Professional Learning Communities</i>	FISO Priority: <i>Excellence in Teaching and Learning</i>	Dimension: <i>Building Practice Excellence</i>
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Panel members suggested whole school professional learning to develop effective Professional Learning Communities (PLCs), impacted positively on the collective responsibility of staff for improved student outcomes. Whilst still in the early stages of implementation, PLCs provided an effective forum for teams to regularly share assessment data, reflect on their practice and explore strategies for meeting the needs of individual students. Forums to share planning were routinely used by all staff, and goals for team Performance and Development Plans (PDPs), were framed within the PLC culture. The Panel agreed the whole school shift towards a PLC model resulted in a growing culture amongst staff of a willingness to share critical reflections and participate in focused professional dialogue about effective learning and teaching.

Highlight 2:

Title: <i>Developing Consistency of Initiatives</i>	FISO Priority: <i>Excellence in Teaching and Learning</i>	Dimension: <i>Building Practice Excellence</i>
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The Panel agreed a range of initiatives particularly for literacy, contributed to improved student learning outcomes. A whole school approach to professional learning was focused on the introduction of a whole school instructional model and developing consistent and improved literacy teaching and learning practices across the school. Evidence provided to the Panel indicated professional learning opportunities were regularly timetabled and designed to support the priorities set out in the Annual Implementation Plan (AIP). The school was also part of a Community of Practice (CoP) with several local schools, which led to a range of additional assessments being introduced for reading. The Panel noted, documented evidence suggested improved assessment practices, particularly for reading, impacted positively on higher levels of student achievement and greater confidence in learning, and also indicated an increasing level of teacher competency and collective agreement in the application of targeted professional learning. The Panel concluded, this resulted in an increasing number of staff with a greater shared understanding of key school foci, who were more positive about their ability to work together to promote student learning through the implementation of effective practice.

Highlight 3:

Title: <i>Team Planning</i>	FISO Priority: <i>Excellence in Teaching and Learning</i>	Dimension: <i>Curriculum Planning and Assessment</i>
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Panel members suggested the increased focus on team values and effective learning strategies, coupled with increased planning time each week, provided a forum for teaching teams to regularly share assessment data, reflect on practice and explore strategies for meeting the needs of individual students. PLC planning was re-structured to assist the school to develop collaborative approaches for using data to inform instruction and improve student learning outcomes. Unit planning documents were consistently evident in all teams with teachers reporting a level of collaborative practice when developing these. Fieldwork observations endorsed this view, and the Panel agreed, whilst still emerging practice, the whole school shift towards a collaborative planning model provided teachers with a higher level of clarity of purpose, supporting a culture where a growing number of teachers were committed to improving team practice.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the SSP goals

SSP Goal 1:

The 2016–19 SSP set a goal to *maximise individual learning growth for all students across all learning areas with a focus on Literacy and Numeracy*. The Panel found that the school partially met this goal, with the two of the four targets partially met, and two not met.

SSP Goal 2:

The Panel found the school partially met the goal to ensure students were motivated independent learners. The target related to improving the factors around *connectedness to school and stimulated learning* on the student Attitudes to School Survey, was partially met.

SSP Goal 3:

The third goal related to the development of student resilience and a sense of belonging. The Panel found the school partially met the target related to factors around classroom behaviour and student safety on the ATOSS, and concluded the goal was partially met.

SSP Goal 4:

The fourth goal related to ensuring consistent alignment of school operations and resource allocation resulted in sustained school improvement. The school met the first target related to the effective allocation of budgets, and the second target around the *school climate* factors on the School Staff Survey (SSS), was partially met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1:

To what extent do whole school practices, contribute to the development of the school as an effective professional learning community?

Professional development opportunities supported all staff to improve their teaching practice. Middle level leaders were also supported through professional learning to strengthen their leadership knowledge and skills, leading to greater consistency of practice. The Panel agreed that re-structured leadership roles and targeted professional learning ensured a clearer alignment of responsibilities for school improvement and contributed to improvement in student achievement.

Terms of Reference Focus Question 2:

To what extent is data collected, analysed and used effectively to inform teaching & learning, and developing teacher capacity to differentiate & monitor student learning

Team planning in PLCs provided an effective forum for teams to regularly share data and reflect on practice. Improved assessment practices and ways to track and monitor students learning growth were evident, assisting teachers to better understand and implement consistent assessments. The Panel noted, the capacity to analyse data effectively, was varied in quality and effectiveness, but agreed, improved assessment practices positively impacted higher levels of student achievement particularly for literacy.

Terms of Reference Focus Question 3:

To what extent is student voice, agency and leadership embedded to engage students in their learning?

Participation in school events and the provision of student leadership opportunities enabled and supported students to participate in many areas of the school, and positive endorsement during the student and parent focus groups confirmed this. The Panel found that whilst the school had structures in place to assist the successful support of students' engagement, consistency of feedback and reflection practices were still emerging practice. These were identified as key priority foci for the new SSP.

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:

- Guaranteed and viable curriculum, particularly understanding the requirements of the Victorian Curriculum and documentation of curriculum
- Professional Learning Communities (PLCs), particularly consistency of expectations and protocols between teams, and data literacy
- Use of a writing framework and writing moderation
- Numeracy practices
- Middle level leadership
- Peer observations, particularly more structured opportunities and accountability
- Personalised student learning, particularly understanding the continuum of learning to teach to each students' point of learning
- Student voice and agency in learning, particularly feedback and reflection strategies and construction of learning goals
- Reflective practice for students and teachers