

School Review Report 2021 – 2025 Cycle



Newport Lakes Primary School

0113

South West Victoria Region

Validation Day: 9 March 2022

Fieldwork Day: 23 March 2022

Final Panel Day: 30 March 2022

Strategic Plan 2017 – 2021

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1. Public section

1.1 SCHOOL CONTEXT

Location and history	Newport Lakes Primary School is located in Hobsons Bay City Council, in the western suburbs of Melbourne. The school is approximately ten kilometres from the Melbourne Central Business District. The school was officially opened in 1856 as Cambridge Private School, became the Newport State School No.113 in 1882 and relocated to the current Elizabeth Street site in 1886. The school was re-named as Newport Lakes Primary School in 2000. The school is one of the oldest continually operating state schools in Victoria.
School facilities	There is a main school building which accommodates the administration areas, staff room and seven general purpose classrooms, including the library. The other general-purpose classrooms are located in the two-story building or in three portable classrooms. The school has a purpose-built music room and a gymnasium building. There is also an open plan building used as a general-purpose space. The grounds include two separate adventure playgrounds, two basketball and netball courts and an oval.
Enrolments	Enrolments at the time of the review were approximately 545 students. Over the past four years, enrolments had increased by approximately 80 students.
SFO and SFOE	The Student Family Occupation Education (SFOE) index was 0.1723 in 2021.
Staff profile	The staffing profile of Newport Lakes Primary School was 32.1 full time equivalent teachers, which includes a principal and assistant principal, 6.9 full time equivalent Education Support (ES) staff, including two office administration staff.
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs.
Additional information	The Out of School Care program at the school is serviced by an external provider.

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: Whole School Approach to Teaching Writing

FISO dimension: *Building practice excellence*

Through the school review process, the Panel agreed that the common approach implemented to teach writing had resulted in improved student learning outcomes. The Panel heard how teachers had engaged in a range of professional learning, including how to scaffold students' literacy skills, to develop agreed teaching practices for writing. During classroom observations, the Panel observed teachers using the school's Instructional Model, which provided them with a consistent approach to teaching writing. The school had focused on improving students' vocabulary and spelling, supported by regular professional learning. Vocabulary and spelling teaching were included in the daily practice element of the instructional model. The Panel heard how teachers engaged in writing conferences with students, which supported students to create their own writing goals. Teachers moderated students' writing samples regularly to ensure their assessment of writing was consistent across the school. The Panel agreed that the focus on writing over strategic plan period had resulted in improved students' skills, confidence and engagement in writing, therefore was considered a school highlight.

Highlight 2

Title: Student Health and Wellbeing

FISO dimension: *Health and wellbeing*

Throughout the school review, the Panel heard how the school had introduced the Respectful Relationships program in 2018 as a partner school and then became a lead school in 2020. The school formed a Health Key Learning Team (HKLT) to enhance student health and wellbeing, which was representative of staff from across the school. In 2018, the school introduced a Health Scope and Sequence planning document, inclusive of a guaranteed and viable curriculum, for social and emotional learning. A range of wellbeing programs were introduced to support the school's Positive Behaviour Strategies framework and the Resilience, Rights and Respectful Relationships curriculum. The school continued to use the Restorative Practices approach to manage positive relationships across the community. The Panel agreed that the school had demonstrated a commitment to promoting inclusion, visible through displays around the school that promoted diversity. This included the rainbow symbol as a reference to inclusion in general, including the LGBTIQ+ community. The Panel heard about the introduction of the Respectful Relationships student leaders. These students had been instrumental in supporting the work of the HKLT in promoting the school's five values. The Panel agreed that the school's wellbeing initiatives had promoted health and wellbeing across the school community and was therefore considered a community highlight.

Highlight 3

Title: Student Agency

FISO dimension: *Empowering students and building school pride*

The Panel heard how staff had engaged in a range of professional learning to develop a learning culture, where all students were given agency in their learning. A range of consultants were employed to support staff to develop teaching strategies to further enable learner agency. The school had developed their own Learner Agency Research Circle with students, who conducted 'student agency' research across the school. Teachers developed authentic learning tasks to enable student agency, this included students organising events such as the Years 5 and 6 Market Day and the Years 3 and 4 Film Festival. Students also engaged in a range of local community projects. Junior School Councillors and student leaders were given greater roles across the school, including Year 5 Respectful Relationship leaders. School captains ran assemblies and the Newport Lakes PS TV, ensuring the students, rather than the teachers or principal, were leading on-site or virtual assemblies. The Panel agreed that enhanced student voice and agency had resulted in improved student engagement and was therefore a highlight of the school.

1.3 SUMMARY OF KEY REVIEW FINDINGS

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

SSP Goal 1:

The 2017–21 School Strategic Plan for Newport Lakes Primary School set a goal for every child to achieve their optimal learning growth in literacy and numeracy. The school met two of the five set targets and partially met the remaining three targets. The Panel agreed that the school partially met this goal.

SSP Goal 2:

The second goal was for students to be cognitively engaged and empowered in their learning. The Panel found the school partially met this goal, with one target partially met and two targets not met.

SSP Goal 3:

The final goal was for an effective and cohesive school leadership team to drive school improvement aligned with the School Strategic Plan. The Panel agreed that the school had partially met this goal, as it partially met one target and met the other target.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent is the learning differentiated for all students?

The Panel found evidence of teachers using a range of strategies to differentiate the learning for students but the practise was not consistent across the school. The Panel agreed that the school needed to further develop teacher professional knowledge and practice in differentiating the learning for all students.

Terms of Reference Focus Question 2: How is the positive engagement of all students supported at the school?

The Panel agreed that there was evidence of students being positively engaged at the school. The Panel also agreed that student engagement would be enhanced by developing a common approach for the use of student learning goals. The Panel identified the need to further support all students in their learning pathway, with a particular focus on students with neurodiverse needs.

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:

- the Instructional Model, particularly in Mathematics
- teacher curriculum and assessment knowledge of the Victorian Curriculum
- teacher data efficacy to inform differentiation for all students
- a consistent approach to implementing students' learning goals
- teachers' knowledge of students' metacognition
- the inclusion of all students, including neurodiverse students.