

School Review Report

Reservoir West Primary School

4711

North-Western Victoria Region

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Strategic Plan: 2019-2023

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1. Public section

1.1 School context	
Location and history	Reservoir West Primary School (RWPS) is located in the City of Darebin in the northern suburbs of Melbourne approximately 11 kilometres from the Melbourne Central Business District. The school was founded in 1954.
School facilities	<p>The school grounds include four buildings designed for flexible teaching and learning, 7 relocatable buildings housing 14 teaching areas and 3 other relocatables housing a wellbeing hub, an OSHC program and a toilet block to cater for increased enrolments.</p> <p>The grounds include 2 covered basketball courts and assembly areas, 2 adventure playgrounds, grassed and synthetic turf areas.</p>
Enrolments	Enrolments at the time of the review were approximately 590 students. Over the past four years, enrolments have increased by 15 students.
SFO and SFOE	The Student Family Occupation Education (SFOE) index was 0.3 in 2022.
Staff profile	The staffing profile of Reservoir West Primary School includes a principal and 2 assistant principals, 2.0 full time equivalent (FTE) leading teachers and 2.4 FTE learning specialists, 39.3 FTE teachers and 9.26 FTE Education Support (ES) staff including 1.8 FTE office administration staff.
Curriculum	<p>The school curriculum is based on the Victorian Curriculum.</p> <p>Specialist subject teachers provide programs in Spanish, music, physical education, health, library, visual arts, digital technology (digitech) and English as an Additional Language (EAL).</p> <p>The school is also accredited to enrol international students.</p>
Additional information	<p>The school provides an accredited Out of School Hours Care (OSHC) program managed by an external agency.</p> <p>Senior school students access technology via parent purchased devices. The school provides iPads for student use in the junior school.</p> <p>A wellbeing program is supported by 1.5 FTE student wellbeing and engagement leaders, 0.2 FTE speech therapist and 0.5 FTE psychologist.</p>

1.2 School and community highlights

Highlight 1

Title: Explicit Instruction

The panel found that a key school and community highlight was the implementation of an explicit instruction teaching practice associated with an instructional model that incorporated the concept of gradual release with teachers modelling the learning process of 'I do, we do, you do'.

The school utilised an educational consultant to provide professional learning for staff to implement an evidence based teaching model with a focus on explicit instruction. Modelling and coaching was provided in staff workshops and reinforced in classrooms.

Staff implemented warm ups in reading, writing and mathematics at the beginning of lessons. Warm ups were designed to ensure students embedded learning from short-term to long-term memory and built automaticity. Warm ups included activities for students to recite, recall and apply learning, promote self and partner talk and to be fun and engaging. Warm ups consolidated and automatised skills and knowledge developed in previous lessons and pre-empted concepts to be introduced.

The panel agreed that this approach led to improved levels of consistency of teaching practice across the school.

The panel agreed this was a school and community highlight.

Highlight 2

Title: Community engagement

The panel found that a second key school and community highlight was the focus of the school to re-engage students and parents in the learning programs following COVID-19 restrictions.

To negate the impact of remote learning and COVID-19 lockdowns, a high priority was placed upon the reconnection of the school community to the school and students to each other. In the period 2022-23, a range of teaching and community activities were implemented including:

- school community fete
- student performance production
- re-establishment of the Student Representative Council, encouraging student voice and agency that incorporated fundraising and charity events to support the local community
- regular cross-age sessions to support peer learning and build student connections
- regular open mornings for current and prospective families to view the learning in classrooms
- termly Hang Around School Fridays which allowed students, parents and staff to socialise
- regular learning showcases which provided an opportunity for families to engage and interact with students, their learning and their teacher.

Parents endorsed the positive impact of the school activities that encouraged community engagement that led to improved connections with the school post COVID-19 lockdowns. Students stated they enjoyed having parents come into their classroom and view their learning and also that interactions with other students in cross-age activities supported them to reengage and settle back into learning post COVID-19.

The panel agreed that this was a school and community highlight.

Highlight 3

Title: Wellbeing

The panel found that a third key school and community highlight was the increased level of school resources to support student and community wellbeing.

During the SSP period, a wellbeing hub was developed on site located in a five module portable building. A total of 2.5 FTE staff were employed to support the wellbeing program across the school including a qualified psychologist. The hub provided a central space to respond to the wellbeing needs of students and families, particularly following remote learning and COVID-19. Parent and student meetings were conducted in the hub with school-based personnel and other community allied health workers as needed. The hub provided a safe space for students who elected to attend to regulate when needed.

The introduction of Year 6 peer mediation leaders supported by associated training for the leaders to respond to conflicts, enabled students to feel more supported in the yard and to be more confident in dealing with minor conflicts that arose.

Students and parents positively endorsed the supports provided by the well-being team in the hub and the impact of the supports in developing strategies for students to manage their social and emotional responses.

The panel agreed this was a school and community highlight.

Highlight 4

Title: Career Start program

The panel found that a fourth key school and community highlight was the implementation of strategies to support graduate teachers funded by the Career Start program.

The school was chosen to participate in the Career Start pilot program, which provided funding to allow graduate teachers additional time for planning and preparation, to complete online professional learning modules, have additional time to collaborate with their mentors and to attend off-site professional development activities. Graduate teachers engaged in the program positively endorsed the impact on their professional growth related to the extra time and professional learning provided by the program. They particularly acknowledged the positive impact of having time to collaborate and reflect on their teaching with other teachers and having a dedicated mentor to support their growth as a teacher.

Leadership reflected that graduate teachers engaged in the Career Start program developed professional skills in teaching at a faster rate than graduates not engaged in the program in previous years.

The panel agreed this was a school and community highlight.

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 Reservoir West Primary School set a goal to maximise learning growth and achievement for all students. The panel found that the school had partially met this goal, with 2 targets not met and 2 targets partially met.
SSP Goal 2	The second school goal was to empower students to be more actively engaged in learning. The panel found that this goal was not met with 3 targets not met.

SSP Goal 3	The third school goal was to improve the social and emotional wellbeing of all students. The panel found that this goal was partially met with one target met and 2 targets not met.
<p>Findings against the Terms of Reference Focus Questions</p> <p>Terms of Reference Focus Question 1: How are high expectations embedded as part of regular classroom practice?</p> <p>The panel concluded that high expectations were embedded as part of regular classroom practice particularly through the consistent implementation of an instructional model that included explicit instruction, high expectations of student engagement, and the provision of some choice in student level of learning activity. The panel found that appropriate opportunities for extension of high achievers were not yet consistently embedded in all classes.</p> <p>Terms of Reference Focus Question 2: To what extent is there agreed instructional practice to develop student voice and agency in learning that supports engagement of students?</p> <p>The panel found that the school implementation of a prescriptive instructional model provided some level of student choice in learning activity but the implementation of consistent practices to encourage student agency in learning in the areas of numeracy and literacy was not yet embedded in schoolwide practice. The panel also found that embedded levels of encouragement of student voice and agency in inquiry learning and some specialist teaching areas led to high levels of student engagement in those learning areas.</p>	

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

<p>The school review panel recommends the following areas of focus be captured in the next School Strategic Plan:</p> <ul style="list-style-type: none"> • literacy and numeracy • instructional model • student agency in learning • goal setting • differentiated learning particularly with reference to higher achieving students • feedback to students • teacher observation and feedback • data literacy • moderation of student outcomes • student wellbeing.
