

School Review Report 2021–2025 Cycle



Brentwood Park Primary School

5308

South Eastern Victoria Region

Validation Day: 27 May 2021

Fieldwork Day/s: 9, 10, 18 June, 15 July, 2021

Final Panel Day: 26 July 2021

Strategic Plan 2017–21

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1. Public section

| 1.1 SCHOOL CONTEXT | |
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| Location and history | Brentwood Park Primary School (Brentwood Park PS) is located in the south eastern suburb of Berwick approximately 47 kilometres from the Melbourne central business district. The school was founded in 1995. |
| School facilities | The school was constructed with six permanent buildings connected by covered walkways. The administration building includes offices, meeting spaces and staff facilities. Sixteen classrooms are in the permanent buildings and the remaining 23 classes in relocatable learning spaces. In addition, there are spaces for visual and performing arts, Chinese language and cultural classrooms, digital technology, music and a gymnasium. The grounds contain an oval, play equipment and areas for quiet play. Shade structures cover three of the outdoor playing areas and a hardcourt. |
| Enrolments | Enrolments at the time of the review were approximately 947 students. Over the past four years, enrolments increased by 273 students. |
| SFO and SFOE | The Student Family Occupation (SFO) category was 0.3620 and the Student Family Occupation Education (SFOE) index was 0.2653 in 2019–20. |
| Staff profile | In 2021, the school had an equivalent full time (EFT) staff of 69.79. Staffing is comprised of a principal, two assistant principals, two leading teachers, three learning specialists, 45.44 EFT classroom teachers and 13.9 EFT education support (ES) staff. |
| Curriculum | The school curriculum addresses all areas of the Victorian Curriculum. In addition to the focus on literacy and numeracy the school provides an inquiry based curriculum. Specialist teachers provide the Visual and Performing Arts, Chinese (Mandarin) Language and Culture, Health and Physical Education and Digital Learning. |
| Additional information | The school provides an accredited Out of School Hours program. Keyboard and violin lessons are available with the latter conducted after school hours. If not in a period of COVID–19 lockdown the school’s gymnasium and oval are used by the school and wider community for activities such as soccer, netball, basketball and a healthy lifestyle group. |

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: Positive and inclusive learning environment

Framework for Improving Student Outcomes (FISO) dimension: Setting expectations and promoting inclusion

Classroom observations, interviews with students, school leaders and members of staff enabled the Panel to agree that a highlight was the school's positive and inclusive environment for learning. Panel members found the values of Responsibility, Respect, Excellence and Teamwork were enacted in practice and were displayed throughout the school. These values formed the basis of interactions between teachers and students, students and students and between members of staff. Members of staff had high learning and behavioural expectations of themselves and of their students and students demonstrated high expectations of themselves.

The school developed strategies to enable students to develop an understanding of themselves as learners and opportunities were provided to encourage students to speak with confidence about themselves as learners.

Highlight 2

Title: Student learning outcomes

FISO dimension: Building practice excellence

The school's National Assessment Program—Literacy and Numeracy (NAPLAN) results consistently outperformed State and Similar School benchmarks in Reading, Writing, Numeracy, Spelling and Grammar and Punctuation in both Year 3 and Year 5.

Over the past four years both teacher judgements of student achievement at each year level and the NAPLAN results demonstrated an increase in the percentage of students assessed above the expected level.

Panel members agreed the high level of student achievement in English and Mathematics was a further school highlight.

Highlight 3

Title: Excellence in teaching and learning

FISO dimension: Curriculum planning and assessment

Over the course of the School Strategic Plan (SSP) the school engaged teachers in professional learning experiences to further embed consistency of practice in the classroom. As a result, whole school approaches to the teaching of literacy and numeracy were established. Student outcomes data was used to evaluate the effectiveness of the changes made to the teaching of these two areas of the curriculum.

The Panel agreed the school developed a culture of collaboration and collective responsibility which developed consistent teaching practices and resulted in improved learning outcomes. Panel members acknowledged this was another school highlight.

Highlight 4

Title: Breadth and depth of specialist classes

FISO dimension: Global citizenship

The Panel agreed that although a strong focus was maintained on literacy and numeracy, teaching and learning at Brentwood Park PS was enhanced by the school's specialist programs. Programs encompassed Visual Arts, Performing Arts, Chinese (Mandarin) Language and Culture, Health and Physical Education and Digital Learning. Specialist classes enhanced learning through the provision of real life experiences out of the classroom environment. Students participated and

achieved in State athletics and swimming carnivals, school productions which incorporated visual and performing arts and the production of Brentwood Park TV in Digital Technology. As a part of the Chinese Language and Cultural Program the school established a relationship with a sister school in China. A student exchange program was facilitated by the Jiangsu Educational Services for International Exchange with school families hosting Chinese students and staff. Over the period, 42 of the school's students travelled to China to attend school and were hosted by Chinese families. In addition, the school hosted visiting tertiary students from China participating in a scholarship program with the University of Melbourne.

Panel members found these learning opportunities supported and developed students' speaking and listening skills, provided language experiences, built confidence and independence, and supported student wellbeing.

1.3 SUMMARY OF KEY REVIEW FINDINGS

SSP Goal 1:

The 2017–20 SSP for Brentwood Park PS included a goal to improve literacy learning with a focus on Spelling and Speaking and Listening. The Panel agreed the goal and the two targets were met.

SSP Goal 2:

The second goal was to continue to maintain and improve Numeracy outcomes. The Panel found the school met this goal and the two targets were achieved.

SSP Goal 3:

The third goal was to maintain and improve teacher capacity to capture student knowledge and skills to quantify learning progress and to identify next steps for each student. The Panel found the school met this goal and the two targets were achieved.

SSP Goal 4:

The final goal was to improve student agency and confidence in their learning. The Panel found the school met the goal and the one target.

Findings against the Terms of Reference (ToR) Focus Questions

ToR Focus Question 1: To what extent are the instructional practices in English consistently implemented with a focus on Writing and Reading?

The Panel concluded that although there was some between class variability, teachers consistently implemented the school's approaches to the teaching of Reading, Writing, Spelling, Grammar and Punctuation and Mathematics. In addition, a range of high impact teaching strategies were evident across all classrooms. Panel members also found students were able to explain the language used in each program.

ToR Focus Question 2: To what extent is student data used to differentiate learning in English and Mathematics?

The Panel concluded the school used a range of formative and summative assessments to monitor the curriculum to inform yearly, termly and weekly planning and classroom teaching. Student data was used to form learning groups primarily for Mathematics, Reading and Spelling. Teacher observations and teacher conferences were used to establish focus instruction groups and to co-develop with students learning goals for English and Mathematics.

ToR Focus Question 3: To what extent has the school developed student voice and agency in learning?

The Panel was in agreement the school had developed a positive climate for learning, had high expectations for every student and promoted student engagement in learning by building student learning confidence and motivation. The Panel concluded the school had developed strategies to build the capacity of students to take responsibility for their learning and to become self-directed independent learners.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN

The School Review Panel recommended the following key directions for the next SSP:

- extending the achievement of students in literacy
- building data literacy across the school
- differentiated learning
- embedding the agreed instructional models
- student agency in learning
- student wellbeing.

