

# School Review Report 2018

2932

PORT MELBOURNE PRIMARY SCHOOL

27 and 31 July, 2 and 6 August

Strategic Plan 2015-2018



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# 1. Public section

## 1.1 SCHOOL CONTEXT

<b>Location and history</b>	Port Melbourne Primary School (PMPS) has a 128-year history (including the amalgamation of Graham St and Nott St Primary Schools in 1993. The school is adjacent to Beacon Reserve and close to Murphy Reserve's sporting fields.
<b>School facilities</b>	Building works have been continual since 2007 with the construction of buildings (B and C blocks) and relocatable classrooms. The school has use of Garden City Reserve for students to play ball games at lunchtimes. Work on a new gymnasium complex should be completed by December. The C Block will be refurbished as an Arts Hub in 2019.
<b>Enrolments</b>	School enrolment has grown over the past twelve years (by approximately fifty students each year and have now levelled off as new primary schools are opened nearby. Enrolments at the time of the review were 779 students (52.6% male, 48.4% female).
<b>SFO and SFOE</b>	The SFO Index is 0.2653.
<b>Staff profile</b>	The staffing profile of Port Melbourne Primary School includes two Principal Class Officers (PCOs), 55 (51 equivalent full-time EFT) teaching staff and 16 (11.7 EFT) Education Support staff. Given growing enrolments, there have been significant numbers of new staff appointed to the school.
<b>Curriculum</b>	The school provides an approved curriculum framework. In 2014, the school commenced the development of a Professional Learning Community (PLC) culture placing emphasis on building teacher collaboration, shared analysis of data, and a commitment to staff planning in Year Level Teams - Collaborative Team Meetings (CTMs).

## 1.2 SCHOOL HIGHLIGHTS

The panel validated the following highlights:

1. **The introduction of a Professional Learning Community (PLC) Culture**, incorporated the appointment of three teachers promoted to substantive PCO roles and three to substantive Leading Teacher (LT) roles and developed more consistent classroom teaching practices. Emphasis was placed on increasing staff commitment to seeking feedback from colleagues to implement High Impact Teaching Strategies (HITS) and professional dialogue to improve teaching practice (FISO Excellence in Teaching and Learning priority).
2. The **appointment of three PMPS staff to substantive PCO positions** and three external candidates to substantive LT positions, created a pathway for the development of more collaborative learning teams. The PCOs have been responsible for student management and administrative roles, enabling the LTs to focus on developing the Instructional Model. This provided opportunities for team leaders to assume higher duties positions. Team leaders have met regularly with SIT team members to learn change agent skills (FISO Professional Leadership priority, Building Leadership Teams initiative).
3. Effective implementation of **a Whole School Wellbeing Approach to Behaviour Management** was developed through an extensive consultative process. Staff and students have shared a common language and understanding of expected behaviours in all classes, including specialist subjects. A Wellbeing Wall was developed with students understanding the ramifications if not followed (FISO Positive Climate for Learning priority, Setting Expectations and Promoting Inclusion initiative).

## 1.3 SUMMARY OF KEY REVIEW FINDINGS

### Port Melbourne Primary School Performance against the 2015-2018 School Strategic Plan (SSP) goals

#### SSP Goal 1:

The first SSP goal was to improve student learning growth for every student in English and Mathematics. The panel found that the school partially met this goal with the five targets partially met.

#### SSP Goal 2:

The second SSP goal was to increase student connectedness with their learning. The panel found the school partially met this goal, with the two targets partially met.

#### SSP Goal 3:

The third SSP goal was to improve student connectedness to peers. The panel found the school partially met this goal, with the target partially met.

### Findings against the Terms of Reference Focus Questions

**Terms of Reference Focus Question 1:** To what extent is an instructional model, consistent pedagogical practice, and an agreed learning cycle embedded at PMPS and how are they impacting on student outcomes?

In 2014, a Professional Learning Community (PLC) was created placing emphasis on building teacher collaboration, shared analysis of data, and a commitment to staff planning in Year Level Teams so as to develop and implement a differentiated curriculum. While the desire was to implement an instructional model, giving students more ownership of their learning, the panel found that implementation was inconsistent across classrooms. Teacher judgement and NAPLAN performance indicators revealed that there was a concentration of students across the school meeting, but not exceeding, benchmarks. There was inconsistency in teaching approaches and no discernible whole school agreement on how to meet every student's point of need. Teacher confidence in making judgements was affected by a lack of moderation and non-alignment between teachers. The panel agreed there needed to be a focus on building consistent pedagogical practice and more engaging and challenging classroom cultures.

**Terms of Reference Focus Question 2:** How does leadership build a visible PMPS culture and, once embedded, what would it look and feel like?

The panel's key findings were:

With numerous changes in the leadership profile and capability over the last four years, the attempt to build an effective PLC at PMPS was compromised. While there was a strong focus on professional learning and collegial planning, there is yet to be full staff buy-in to PLCs. While most teams have found planning positive, each team felt they had little knowledge of what was occurring in learning teams external to their own. Year level teams have tended to operate in silos and there have been varying levels of student engagement in classrooms across the school. The panel agreed that leadership needed to be more strategic in determining how best to implement meaningful change. There is a desire for the articulation of a clear sense of what the school stands for, a clear vision lived every day, consistent teaching and learning strategies across all classrooms and for the construction of a genuine collaborative and instructional process involving the whole school community.

## 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:

- Revisit and embed a new vision and values statement as part of the Port Melbourne Primary School culture.
- Schoolwide approaches to collaborative and engaging classrooms.
- A focus on the learning needs of students and point of need teaching through collaborative approaches to continuous assessment and reporting.
- Identifying students who make less than expected progress in academic and social and emotional learning and supporting their development.
- A shared commitment to continuous improvement and a focus on students feeling more connected to the learning community via agency outside, but particularly inside the classroom.
- Development of students' skills, confidence and curiosity.

