

School Review Report 2019–2023 Cycle



Sandringham East Primary School

4429

South Eastern Victoria Region

Validation Day: 15 May 2019

Fieldwork Day: 27 May 2019

Final Panel Day: 28 May 2019

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Melbourne Sep-19

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1. Public section

1.1 SCHOOL CONTEXT

Location and history	Sandringham East Primary School (Sandringham East PS) is located in suburb of Sandringham, 15 kilometres south east from the Melbourne Central Business District. The school was founded in 1931.
School facilities	<p>The school is currently undergoing a major building project to provide further classrooms and amenities.</p> <p>The school has a mix of old and new buildings which provide open and shared learning spaces. The grounds include an adventure playground, an oval and kitchen garden.</p>
Enrolments	Enrolments at the time of the review were approximately 546 students and enrolments have been stable over the last few years.
SFO and SFOE	The Student Family Occupation (SFO) index was 0.20 and the Student Family Occupation Education (SFOE) index was 0.15 in 2017–18.
Staff profile	The staffing profile of Sandringham East PS includes a Principal and Assistant Principal, 32 teachers, 10 full time equivalent Education Support (ES).
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs. The school provides specialist programs in Performing Arts, Visual Arts, Physical Education and an Asian language with Mandarin offered to Foundation–Year 1 and Japanese from Year 2–6.
Additional information	The school provides an accredited before and after school program.

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1.2 SCHOOL HIGHLIGHTS

Highlight 1

Title: The school community	Framework for Improving Student Outcomes (FISO) Priority: Community engagement in learning	Dimension: Building Communities
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The Panel found that a key school highlight was:

- The parents, students and staff endorsement of the supportive culture of the school, one parent spoke about 'the vibe' around the community feel of the school.
- High parent participation in programs such as: Cyber Safety, Play is the Way, Parent Helper Training.
- Fundraising and being involved in the school fair, productions, art shows and sporting events which are supported by the parents and the community at large.
- The use of the school building by community organisations including the Japanese Saturday College and Lions Club
- The positive relationships with other educational precincts including many local preschools, Sandringham College, Melbourne University, and sister schools in Japan and the Philippines.

Highlight 2

Title: Holistic approach to education	FISO Priority: Positive climate for learning	Dimension: Intellectual Engagement and Self Awareness
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The Panel found that a key school highlight was:

- The holistic approach to education where the priorities are literacy and numeracy along with social and emotional learning.
- The school has embraced a child centred, interest-based approach through Walker Learning Investigations. Parents were very positive about the Walker Learning approach and some parents cited it as the reason why they enrolled their child at Sandringham East PS.
- The development of the Kitchen Garden, this was seen by the whole school community as an asset in teaching lifelong skills in food production and cooking.
- Staff worked in teams with a team teaching approach throughout year levels. Staff spoke positively about the benefits of collaboration and team planning.
- Having purposefully designed classrooms which match the pedagogy around team teaching, student investigations and inquiry learning.
- Student input into developing different areas of the school such as play spaces and current classrooms which are under construction.

Highlight 3

Title: Staff professional learning	FISO Priority: Excellence in teaching and learning	Dimension: Building Practice Excellence
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The Panel found that a key school highlight was:

- The professional development opportunities for staff
- The use of external consultants to support staff with new initiatives and to stay contemporary in education. The school employs external consultants to work with staff on a range of initiatives including, wellbeing/welfare

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programs, leading teams, literacy and numeracy foci. Staff acknowledged and appreciated the access to high quality and ongoing professional development and liked the philosophy of the 'whole school learning together.'

- New staff induction program, new staff commented on how well they were inducted and supported into the school.

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1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) Goals.

SSP Goal 1:

The 2016–19 SSP for Sandringham East PS set a goal to build teacher capacity in teaching Numeracy and Literacy; to improve student learning outcomes in Number and Writing from Foundation to Level 6.

The Panel found that the school partially met this goal with one target met, two targets partially met, and three targets not met.

SSP Goal 2:

The second goal was to develop resilient learners across the school from Foundation to Level 6.

The Panel found that this goal was met with the one target set met.

Findings against the Terms of Reference (ToR) Focus Questions

ToR Focus Question 1: To what extent has the school built Professional Learning Community (PLC) teams to use literacy and numeracy data to provide evidence based teaching and differentiated learning that is consistent across the school to improve student outcomes?

The Panel found that PLCs were evolving and that they used literacy and numeracy assessments to plan for student learning. The Panel agreed that there was a positive staff culture which enabled the work of the PLC to move beyond a planning meeting and be extended to develop an inquiry cycle, which would focus on student learning, collaborative teams, collective inquiry, action orientation, and continuous improvement, where data is assessed on the basis of results rather than intentions.

ToR Focus Question 2: How can the school improve student engagement in learning through the use of student voice and agency?

The Panel found that student leadership was well established in the school for most senior students. Student captains were appointed on merit and student leaders had the important role of running the weekly school assembly.

The Panel found that students were generally engaged, and this was particularly so in their investigation/inquiry sessions. Student voice and student agency in their learning was evolving and was not consistent practice.

ToR Focus Question 3: How does the school support students to set goals for their learning and monitor their learning progress?

The Panel found that student goal setting was linked to the success criteria of the lesson. Students setting learning goals and monitoring their learning was not yet consistent practice nor embedded throughout the school.

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