

School Review Report 2019 – 2023 Cycle



Williamstown Primary School

1183

South Western Victorian Region

Validation Day: August 28, 2019

Final Panel Day: September 11, 2019

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School Council President	Name: Cara McMahon
Senior Education Improvement Leader	Name: Judy Maguire
School Reviewer	Name: Lucy Glover Review company: Valad Solutions Pty Ltd
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Melbourne Dec-19

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1. Public section

1.1 SCHOOL CONTEXT

Location and history	Williamstown Primary school is located in Hobsons Bay in the western suburbs of Melbourne approximately 15 kilometers from the Melbourne Central Business District. The school was founded in 1878.
School facilities	The school grounds include five main buildings, including one that was designed by Henry Bastow. The buildings include specialist spaces for Art, Science, technology, engineering and maths, technology, music, library and LOTE. The school also includes a gymnasium. The grounds include covered and open playground spaces, and a grassed athletics track.
Enrolments	Enrolments at the time of the review were approximately 538 students. Over the past four years, enrolments have remained steady.
SFO and SFOE	The Student Family Occupation Education (SFOE) index was 0.16 in 2019.
Staff profile	The staffing profile of Williamstown Primary School includes a Principal and Assistant Principal, the equivalent of 29.5 full time teachers and 7.1 Education Support (ES) staff.
Curriculum	The school provides an approved program that reflects the Victorian Curriculum framework.

1.2 SCHOOL HIGHLIGHTS

Highlight 1

Title: Curriculum review and enhancement

FISO Priority: Excellence in teaching and learning

Dimension: Curriculum planning and assessment

The Panel found that a key school highlight was:

- The school undertook a curriculum review that resulted in the documentation of Essential learning across all year levels in all domains
- The teachers documented 'I can' statements, which they used to inform individual learning goals for students
- Teachers across the school engaged in professional learning, leading to selected staff becoming pedagogical leaders in the use of digital technologies
- Student and teacher collaboration had been enabled through the use of an online platform
- Assessment to inform individually tailored learning had been enabled through the increased access to technology.

Highlight 2

Title: Enhanced student health, wellbeing and engagement programs

FISO Priority: Positive climate for learning

Dimension: Setting expectations and promoting inclusion

The Panel found that a key school highlight was:

- Throughout the School Strategic Plan (SSP) period, the school expanded the student wellbeing supports including the social and emotional learning program
- The school reviewed and strengthened the school-based 'Willy Kids' program, which underpinned the four pillars of the school
- All students had a learner profile, that reflected the skills and attributes of effective learners
- There was a consistent, school-wide approach to promoting positive behaviors
- The school provided a range of supports to meet the needs of students including expressive therapies, a calming cave, an outdoor play pod and a range of lunchtime clubs to engage the interests of students.

Highlight 3

Title: Enhanced science, technology, engineering and maths learning

FISO Priority: Excellence in teaching and learning

Dimension: Curriculum planning and assessment

The Panel found that a key school highlight was:

- The school supported teachers to engage in professional learning to enhance their implementation of the science curriculum with each class undertaking two units each year
- The school resourced a dedicated science teaching space, with classes assigned to the laboratory on a weekly basis
- The school had invested in science and technology equipment including coding, robotics, and 3-D printing.
- Students had access to other STEM related enrichment activities including the science/kitchen garden, science competitions and lunchtime clubs.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the SSP goals

SSP Goal 1:

The 2016–19 School Strategic Plan for Williamstown Primary School set a goal to improve the learning growth in literacy and numeracy for every student. The Panel found that the goal had been partially met, with three of the four targets partially met and one target not met.

SSP Goal 2:

The second goal was to improve student awareness and ownership of their learning in an environment of high expectations and challenge. The Panel found that the goal had been partially met, with four of the five targets met and one target not met.

SSP Goal 3:

The Strategic Plan set a goal to ensure continued high levels of wellbeing for every student. The Panel found that the goal had been partially met, with two of the three targets partially met and one target met.

SSP Goal 4:

The school set a goal to ensure that all resources were effectively allocated in order to achieve the goals and targets in all areas of the Strategic Plan. The Panel found that this goal was partially met, with one target met and the other partially met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent is the learning differentiated for Williamstown Primary School students to maximise their learning growth?

The Panel found that the school had established professional learning communities to support effective teacher collaboration. Teachers were using common assessment to identify student learning needs. Teachers were developing their understanding of effective approaches to differentiate the learning across all areas of the curriculum.

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:

- Literacy and numeracy student outcomes
- Student agency in learning
- Student engagement and connectedness.