

School Review Report

East Bentleigh Primary School

4837

South East Victoria Region

Validation Day: 28 August 2023

Fieldwork Day: 1 September 2023

Final Panel Day: 8 September 2023

Strategic Plan 2019-2023

School Principal	Name: Maria Shearn Email address: Maria.Shearn@education.vic.gov.au
School Council President	Name: Helen Woodruff Email address: Helen.Woodruff@education.vic.gov.au
Senior Education Improvement Leader	Name: Stuart Andrews Email address: Stuart.Andrews@education.vic.gov.au
School Reviewer	Name: Peter Fotheringham Review Company: National Curriculum Services Email address: Peter.Fotheringham@education.vic.gov.au
Challenge Partner 1	Name: Beverley Dadds Email address: Beverley.Dadds@education.vic.gov.au
Challenge Partner 2	Name: Julie Curtis Email address: Julie.Curtis@education.vic.gov.au

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1. Public section

1.1 School context	
Location and history	East Bentleigh Primary School was established in 1960. It is situated in the Glen Eira local government area next to the Yarra Yarra Golf Course. The local area contains a mix of residential, commercial and industrial land use.
School facilities	<p>The school has a range of buildings – some developed at establishment through to the addition of a Building the Education Revolution (BER) structure in 2011 and a new Performing Arts Centre and classrooms completed in 2020.</p> <p>Buildings are located in grounds providing a range of out-of-class activities for students. An example is the school's 'Green Zone', which serves as a supervised play area, providing a safe and structured environment during recess and lunchtime.</p>
Enrolments	<p>The school enrolment was 345.6 students at census day in February 2023. This included 19 students receiving support from the Program for Students with Disabilities and 11 students receiving funding through the Disability and Inclusion Program.</p> <p>The school has an atypical enrolment with 47.3% of students meeting the requirements of the Nationally Consistent Collection of Data on School Students with Disability (NCCD), requiring adjustments to the delivery of curriculum and/or environment</p>
SFOE	The 2023 Student Family Occupation Education (SFOE) index was 0.24.
Staff profile	The school's staffing profile consists of 25.4 Equivalent Full Time (EFT) staff, two Principal Class, 23.4 teachers and 12.4 Education Support (ES) staff.
Curriculum	<p>The school's curriculum covers the eight learning areas and capabilities as required in the Victorian Curriculum framework.</p> <p>Curriculum provision is based on a 'dual-stream' organisational arrangement:</p> <ul style="list-style-type: none"> - a 'mainstream' curriculum - a curriculum stream aligned with an Australian Curriculum, Assessment and Reporting Authority (ACARA) recognised alternative Curriculum Framework. <p>Both streams use the Victorian Curriculum content descriptions as a reference point.</p>
Additional information	<p>The school has a multi-faceted approach to student wellbeing. It incorporates restorative justice and positive education principles, and the use of evidence-based classroom-based strategies to increase the engagement of all students.</p> <p>East Bentleigh is a Lead school in the Resilience, Rights and Respectful Relationships program which is taught at all year levels. Other specialist programs and activities include a kitchen garden, sport and physical education, Languages Other Than English (LOTE) – French, performing Arts, Music/Drama, Art, camps, excursions, showcase dinners, festivals and celebrations including the Midwinter Festival.</p>

1.2 School and community highlights

Highlight 1

Title: Disability and Inclusion Program

The review panel confirmed that a key school and community highlight was the transition to the Disability and Inclusion Program (DIP) during the SSP period.

The DIP approach was designed to work with families to identify strengths, needs, and educational adjustments schools can make for individual students.

Various East Bentleigh Primary School (EBPS) initiatives included:

- employment of a DIP coordinator to oversee the program, provide support to school staff, and establish processes for effective implementation
- establishment of an Inclusion and Intervention SIT
- creation of dedicated spaces to support students, for example, the school's 'Green Zone'

The panel observed the initiatives and discussed the initiative with staff and students. There was agreement amongst that the DIP actions had produced good outcomes for students – with 11 DIP Meetings completed at the time of the review, with more planned.

Highlight 2

Title: Wellbeing and Engagement

The panel determined that a key school community highlight was the focus maintained on supporting student wellbeing and engagement, particularly following the COVID lockdown periods.

A variety of programs across the school designed to meet the diverse needs of students' were introduced. Examples included:

- positive education, including the pedagogy and methodology around trauma informed and strengths-based teaching practices
- the use of evidence-based classroom-based strategies to increase the engagement of all students
- all classes began each day with a morning circle, giving teachers the capacity to personally check in with students
- brain breaks used throughout the day
- implementation of ready to learn scales and ready to learn plans
- becoming a lead Respectful Relationships school.

The panel's determination was based on fieldwork discussions and increases in positive responses to the 2023 student Attitudes to School Survey results.

Highlight 3

Title: Numeracy

The panel found the work undertaken during the four-year SSP period to enhance the school's approaches to mathematics education was indeed a key school community highlight.

The focus was strategic in purpose – to provide a clear and consistent approach to the mathematics program and deliver improvements in student mathematics learning.

School capability was built through:

- a partnership with the Mathematics Association of Victoria (MAV) – including professional development, staff coaching, modelled lessons and leadership mentoring
- MAV Board accreditation as a Maths Active School, and publishing EBPS articles in the MAV 'Common Denominator' magazine

- development of a lesson structure and planning documents that fit within the overall EBPS instructional model
- development of a Maths @ EBPS document

Fieldwork discussions, examination of documentation and improvement trends recorded in student mathematics learning outcomes provided the evident to support the panel's finding that this was a highlight.

Highlight 4

Title: Dual stream curriculum

The panel confirmed that a distinctive feature of the EBPS program was provision of a 'dual-stream' curriculum organisational arrangement.

- a 'mainstream' curriculum
- a curriculum stream aligned with an Australian Curriculum, Assessment and Reporting Authority (ACARA) recognised alternative Curriculum Framework.

Both streams use the Victorian Curriculum content descriptions as a reference point.

Review fieldwork discussions with students and staff from both streams highlighted the positive benefits of the arrangement. According to them, the benefits accrued from the cross-fertilisation of ideas and programs. Examples included Art Show, Mid-Winter festivals, and market days.

1.3 Summary of key review findings

Performance against the School Strategic Plan (SSP) goals and targets

SSP Goal 1	<p>The 2019-2022 East Bentleigh Primary School SSP established a goal to enhance numeracy outcomes for all students.</p> <p>The panel found that this goal was partially met, with one target met, one target partially met, and one target not met.</p>
SSP Goal 2	<p>A second 2019-2022 SSP goal was to improve student literacy outcomes, particularly writing.</p> <p>The panel found that this goal was partially met, with four targets partially met.</p>
SSP Goal 3	<p>The third 2019-2022 SSP goal was to improve engagement for all students.</p> <p>The panel found that this goal was not met, one five targets not met.</p>

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent has the East Bentleigh Primary School instructional model been implemented?

The panel identified some effective illustrations of the school's instructional model (IM) in practice. It was also evident that variation in the levels of understanding and use of the model existed (among and within sections) across the school. The panel recommended that a focus on consistently embedding the instructional model in all classes and learning areas be included in the next SSP.

Terms of Reference Focus Question 2: How does the school further collaboratively build staff capability to fully implement its teaching and learning model?

Panel members agreed that the introduction of PLCs had created enthusiasm for collaborative approaches to capacity building. This was evident from the review fieldwork, and through the region's appointment of the school as a PLC link school. The panel suggested ongoing implementation of be included in the next SSP. Linking peer observation and feedback to the instructional model was also highlighted as another SSP focus.

Terms of Reference Focus Question 3: To what extent do teachers analyse data to assess, plan and deliver differentiated learning targeted at student point of need?

The panel found that while the *systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities* (Dimension 2 of the FISO assessment core element) was evident, further capability building would be beneficial.

Terms of Reference Focus Question 4: How do current practices support students to establish and maintain a sense of connection, engagement, personal wellbeing and belonging?

The panel found that the range of initiatives introduced during the SSP period, and during the pandemic, had effectively promoted student mental health and wellbeing. The school's culture – its goals and values, its practices, and various artefacts clearly demonstrated a supportive child centred approach. The school had responsive, tiered and contextualised approaches and strong relationships that supported student learning, wellbeing and inclusion.

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

The school review panel recommends the following areas of focus be captured in the next School Strategic Plan:

- student literacy and numeracy learning
- student wellbeing
- instructional model for teaching and learning
- the Professional Learning Community (PLC) model
- partnerships with families, carers, specialist providers, wider community, and organisations.

