

School Review Report 2018

North East Victoria Region

School Number 8846

The Lakes South Morang P–9 School

16, 19, 20 and 21 November, 2018

Strategic Plan 2015–18



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Review Company	Name: Monash University

1. Public section

1.1 SCHOOL CONTEXT

Location and history	The Lakes South Morang P–9 School is a dual campus school of 800 students situated in the north of Melbourne and is part of a rapidly growing corridor in the city of Whittlesea. The school is a diverse community with a representative mix of many cultures.
School facilities	The school Early Years campus consists of a wing of classroom spaces that are designed for flexible learning opportunities. There are also two double portable classrooms for students, plus an art room and library. There are spacious grounds, and an undercover basketball court area, plus age appropriate play equipment. The Middle Years campus contains general purpose flexible learning areas, and specialist classrooms for Performing Arts, Science and Technology. The grounds include an oval, basketball courts and play areas. The Merriang Special Developmental School Junior Campus is co-located on the Early Years campus.
Enrolments	Enrolments at the time of the review were approximately 800 students. The school has steadily declined in enrolment numbers from just over 1000 students in 2014.
SFO and SFOE	The Student Family Occupation Education (SFOE) index was 0.48 in 2018.
Staff profile	The staffing profile of the Lakes South Morang P–9 School is 94 staff members comprised of four Principal class officers, 69 teachers and 21 Education Support (ES) staff. Of those, 16 teachers and 10 ES staff members work in a part-time capacity.
Curriculum	The school provides an approved curriculum framework focused on Literacy, Numeracy and an inquiry-based, integrated curriculum. Information and Communication Technology (ICT) is embedded in all areas of the curriculum to support the development of every student. Specialist subjects in the Early Years area are Art, Physical Education (PE) and Auslan. In the Middle Years the students access Science, Technology, Arts, PE and Auslan in addition to their core subjects.
Additional information	The school is well supported by its School Council and has an active Fundraising subcommittee. The school operates a number of Academies for students to be able to pursue areas of interest such as Science and Nothing Else (SANE), Young Einsteins, Amazing Authors, Fast Track for sports, Music and Dance (MAD) for performing arts.

1.2 SCHOOL HIGHLIGHTS

Highlight 1

Title: Early and Middle Years school structure	FISO Priority: Professional Leadership	Dimension: Vision, Values and Culture
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The panel found the school supported the Early Years and Middle Years philosophy. Opportunities and experiences were tailored for student year levels/needs in line with the Victorian Curriculum and also focused on social and emotional needs of students from five to 15 years. Student leaders in the Early Years ran weekly assemblies and attended School Council once a term. The Student Representative Council had a strong voice and presented items of concern or opportunities for growth to the Early Years Leadership team. Students in the Middle Years participated in a range of student forums and had a strong voice in school activities. Two nominated students were members of the School Council. Students selected classes and electives from Year 8 and students in Years 5 and 6 had access to a range of facilities and subjects beyond what would normally be the case in a primary school.

Highlight 2

Title: 10 Year Celebration	FISO Priority: Community Engagement in Learning	Dimension: Building Communities
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The panel noted that this event was a highlight in the school community. The celebration events that ran throughout the year included a school community party, a recognition assembly of key supporters of the school, a community expo and BBQ, award ceremony and a school production which told the school history. Students were also able to purchase a 10 year commemorative T-Shirt as part of their uniform. Student leaders, past and present, were actively involved in the development and planning of the celebration events, with many students hosting assemblies and recognition ceremonies.

Highlight 3

Title: School Academies and Enrichment Programs	FISO Priority: Excellence in Teaching and Learning	Dimension: Building Practice Excellence
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The panel found that in the Early Years the school developed two programs. Amazing Authors was a targeted English program that celebrated reading and writing for high achieving students in Years 3 and 4. Students working at a minimum of 6 months ahead had access to accelerated programs. Young Einsteins was a Science enrichment program for high achieving students in this area. In Middle Years students from Years 5–9 had access to the Fast Track Academy which focused on developing individual sport skills, strength and conditioning, MAD Music and Dance, and Science and Nothing Else (SANE); a program that supported the development of science and technology. All three academies were for students above standard in their given area and auditions or aptitude tests were required for participation. In addition, a range of enrichment programs were offered for students in Years 8 and 9 in the areas of Student Leadership, Sustainability, Performing Arts, Economics and Technology. These proved to be very successful and allowed students a voice in subject selection and in the individual pursuit of interest.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals

SSP Goal 1:

The school set a goal to promote the achievement of high quality educational outcomes for all students and to develop students to be literate, numerate and curious. The panel found the school partially met this goal, with one target partially met, one not met and the third no evidence provided.

SSP Goal 2:

The second goal was to ensure all students have an opportunity to lead their learning in an inclusive and contemporary educational environment and to strengthen school community connections developing a better understanding of the school's teaching and learning approach. The panel found the school met this goal, with two targets met and one partially met.

SSP Goal 3:

The third goal was to develop learning through collaborative and student driven processes that will support students' health, safety and wellbeing in a safe, orderly and stimulating environment. The panel found that the school partially met this goal, with two targets met and the third target not met.

SSP Goal 4:

The fourth goal was to acquire and distribute resources to support the school's strategic direction, goals and identified improvement areas. The panel found that the school met this goal with two targets met and one partially met.

Findings against the Terms of Reference (ToR) Focus Questions

ToR Focus Question 1: To what extent are teachers delivering at the students' point of need rather than where they expect the students would be in their learning?

The panel found inconsistent provision of differentiated tasks. Teaching Partners supported teachers in understanding literacy strategies in Years F–6. Leading Teachers supported teachers in Literacy and Numeracy through modelling, coaching and observations. There was a need to focus on data tools and use data to teach to point of need.

Summative data was gathered but limited effective formative data consistently gathered or analysed.

ToR Focus Question 2: To what extent is there a consistent instructional model operating within and across campuses?

The panel determined the school had a Visible Learning approach with Learning Intentions and Success Criteria. An Inquiry model was used with some specialist subjects. There were consistent Literacy and Numeracy approaches in the Early Years.

The panel found there was a student behaviour model based on the School Wide Positive Behaviours approach, but it was not consistently implemented.

ToR Focus Question 3: To what extent does the school enable student agency over their learning.

The panel found the school had student leadership opportunities and some avenues for students to follow their interests within the curriculum. There were few opportunities for students to influence curriculum design and to provide feedback on their learning. The main form of feedback to and from students occurred as part of individual and group conferencing.

There was limited personalised learning for students in core subject areas. Teachers used an agreed visible learning instructional model, which enabled some personalised inquiry and the academies provided students with greater agency in their learning as did student elective choice in Years 5 and 6.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP

The panel recommended the following areas for the next SSP:

- Literacy and Numeracy
- consistent teaching and learning model
- data collection, analysis and evaluation
- student wellbeing through a safe and secure learning environment
- student voice and agency, particularly at the classroom level.