

# School Review Report 2021 – 2025 Cycle



Caulfield Primary School

School No: 5489

South Eastern Victoria Region

Validation Day: 27 July 2021

Fieldwork Day: 17 and 24 August and 6 September 2021

Final Panel Day: 10 September 2021

Strategic Plan: 2018-2021

<b>School Principal</b>	<b>Name: Peter Gray</b>
<b>School Council President</b>	<b>Name: James Macky</b>
<b>Senior Education Improvement Leader</b>	<b>Name: Steve Capp</b>
<b>School Reviewer</b>	<b>Name: Heather Norbury</b> <b>Review Company: Valad Solutions Pty Ltd</b>
<b>Challenge Partner 1</b>	<b>Name: Rochelle Cukier</b>
<b>Challenge Partner 2</b>	<b>Name: Tip Kennedy</b>

## Melbourne Oct-21

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# 1. Public section

1.1 SCHOOL CONTEXT	
<b>Location and history</b>	Caulfield Primary School is in Caulfield South in the south eastern suburbs of Melbourne, approximately 13 kilometres from the Melbourne Central Business District. The school was founded in 1877 and became a Japanese/English bilingual school in 1997.
<b>School facilities</b>	The school includes two heritage buildings, one of which houses the Foundation classes and a co-located kindergarten, and the other housing administration areas and classrooms. There are also two relocatables and a multi-purpose room. The grounds have a synthetic grass soccer pitch, an asphalt basketball court and two areas of playground equipment. A synthetic grassed space for passive play is in the middle of the grounds.
<b>Enrolments</b>	Enrolments at the time of the review were approximately 305 students. Over the past four years, enrolments have increased by approximately seven per cent. The class structure in 2021 is three Prep classes, five composite Year 1 and 2 classes, four composite Year 3 and 4 classes, and three composite Year 5 and 6 classes.
<b>SFO and SFOE</b>	The Student Family Occupation (SFO) category was 0.2329 in 2020 and the Student Family Occupation Education (SFOE) index was 0.1562 in 2021.
<b>Staff profile</b>	The staffing profile of Caulfield Primary School comprises 25.97 equivalent full-time staff including two Principal class, 19.5 teacher class and 5.05 Education Support staff, with half of the staff of Japanese background. The leadership team consists of the Principal, Assistant Principal, and the Literacy-English, Literacy-Japanese and Numeracy Leaders. The School Improvement Team includes the Principal and Assistant Principal, curriculum Professional Learning Team (PLT) leaders and area PLT leaders.
<b>Curriculum</b>	The school provides an approved curriculum framework differentiated to meet student needs. All classes from Foundation to Year 6 are co-taught by English and Japanese teachers, with all Numeracy being delivered in Japanese. In addition, four hours per week of Literacy is taught in Japanese, and eight hours per week of Literacy is taught in English, as are the Humanities and Science. Visual Arts and Performing Arts are taught in Japanese while Physical Education is taught in English. All curriculum is based on the Victorian Curriculum, regardless of the language in which it is delivered. There is also a focus on Japanese awareness (culture, geography, language, history) throughout the school.
<b>Additional information</b>	Caulfield Primary School is accredited to accept International Students and has a sister school relationship with an elementary school in Japan. There is an annual Year 6 trip to Japan and Japanese culture and language is reflected in many aspects of school life. Instrumental music tuition is available, and Taiko drumming is included in the Performing Arts program for senior students and as an extra-curricular activity. The school choir participates in public performances.

	<p>Other extra-curricular activities include Junior School Council, running, Art and reading Clubs, a Green Team, yoga and a Friendship Group. Both three and four year old kindergarten groups operate on the school site. Children in four year old groups receive an English-Japanese bilingual education, being one of ten Victorian bilingual kindergartens. The school also offers both before and after-school care programs, as well as school holiday care programs.</p>
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## 1.2 SCHOOL & COMMUNITY HIGHLIGHTS

### Highlight 1

**Title:** Wellbeing and engagement.

**FISO dimension:** Setting expectations and promoting inclusion

The Panel found that a key school community highlight was:

- a whole school commitment to meeting the individual needs of all children. The school had increased the time allocation for the Wellbeing Officer to two days a week and weekly meetings were held involving the School Support Service key contact, Assistant Principal and Wellbeing Officer and ensured dissemination of information amongst staff
- the Panel heard that Wellbeing Non-Negotiables had been introduced in 2021 and included protocols for teacher and classroom workplace displays, Respectful Relationships and Zones of Regulation expectations, safe spaces in classrooms, daily mindfulness and brain breaks, an online wellbeing register and wellbeing both in the classroom and outside in the schoolyard
- mindfulness was included in classroom practice and staff meetings and a Wellbeing Week was held each term for teachers and students. Extra-curricular programs were expanded to include clubs for Taiko drumming, reading, art and running as well as activities such as yoga and a Friendship Group.

### Highlight 2

**Title:** Consistency in practice and collaboration between teachers.

**FISO dimension:** Curriculum planning and assessment

The Panel found that a key school community highlight was:

- improvement to the curriculum with a focus on what was taught and how it was delivered
- the school had developed a School Improvement Team (SIT) that consisted of the Principal, the Assistant Principal, curriculum Professional Learning Team (PLT) leaders and area leaders. The team met fortnightly and were involved in curriculum planning and provision, and drove the agenda of the school
- the Panel heard that SIT planning days each term provided opportunities for a focus on areas of importance to ensure that all key leaders shared responsibility for planning the forthcoming term and the implementation of agreed school programs
- all teachers participated in the Curriculum PLTs in the subjects they taught (Literacy-English and Inquiry or Literacy-Japanese and Numeracy) and there were weekly meetings between all English teachers and all Japanese teachers within each area, to ensure consistency in curriculum planning and implementation within their respective subjects
- annual, termly and weekly planning documentation had been established and there had been an expansion of curriculum non-negotiables in Literacy-English, Literacy-Japanese, Numeracy and Inquiry.

### Highlight 3

**Title:** Bilingual Education

**FISO dimension:** Curriculum planning and assessment

The Panel found that a key school community highlight was:

- the delivery of bilingual education throughout the school with all students receiving their curriculum in both Japanese and English. The school had a sister school relationship with an elementary school in Japan, including an annual Year 6 trip to Japan. In 2020 a 'Virtual

Japan Trip' was held instead with a series of venues and interviews livestreamed. The onsite kindergarten was also English-Japanese bilingual

- area planning documentation included an Inquiry based shared bilingual vocabulary, that was displayed in both English and Japanese classrooms. Literacy-Japanese running records had been developed and trialled from Foundation to Year 6 and 'mirroring' in Literacy between English and Japanese had been introduced
- the school participated in the Bilingual Schools Network Working party that planned and presented professional learning for both English and Japanese speaking teachers
- the school conducted a range of cultural activities including sport, a summer festival, art, cooking and an imaginary Year 1/2 trip to Japan and there was provision of Japanese lessons for parents
- the school had also created an online Japanese library for the students.

## 1.3 SUMMARY OF KEY REVIEW FINDINGS

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

#### **SSP Goal 1:**

The 2018–21 School Strategic Plan for Caulfield Primary School set a goal to improve student learning outcomes. The Panel found that the school partially met this goal, with three of the six targets achieved.

#### **SSP Goal 2:**

The second goal was to improve instructional practice and build leadership capacity. The Panel found the school partially met this goal, with two of the four targets achieved.

#### **SSP Goal 3:**

The third goal was to improve student engagement and agency. The Panel found the school partially met this goal, with two of the three targets achieved.

### Findings against the Terms of Reference Focus Questions

**Terms of Reference Focus Question 1:** To what extent are students at the school given the opportunity to exercise agency in their learning?

The Panel found that the school had extensive student leadership opportunities in place and some avenues for students to reflect on their learning within the structure of the instructional model. However, there were fewer opportunities for students to consistently influence curriculum design and to provide feedback on the impact of teaching and learning.

**Terms of Reference Focus Question 2:** To what extent is student data understood, analysed, and used effectively to inform planning, improve teacher practice, and monitor student growth?

The Panel concluded that a whole-school instructional model was in place and that progress was being made in using evidence-based teaching and learning approaches, particularly through the Professional Learning Community (PLC) method. They found that the effective use of data to ensure differentiation of learning activities and to monitor student growth was not consistently embedded.

## 1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN

The School Review Panel recommended the following key directions for the next School Strategic Plan:

- school-wide approach to collection, analysis and use of student data
- Professional Learning Communities model
- student voice and agency
- Caulfield Primary School Wellbeing framework
- feedback processes and structures.