

School review report

School name Goornong Primary School

School Strategic Plan 2020-2024

Contents

Executive Summary	3
Key findings on student outcomes and school practices.....	3
Focus areas for the next School Strategic Plan.....	4

Executive Summary

Key findings on student outcomes and school practices

In term 3, 2024, Goornong Primary School completed their 4 yearly school review to inform development in the next School Strategic Plan (SSP). The review was facilitated by an independent, external school reviewer with input from the school's senior education improvement leader, 2 challenge partners, the principal and a key staff member who took part on the Final Panel day.

The following provides a summary of the review's key findings regarding student learning and wellbeing outcomes and supporting school practices:

- The 2020-2024 School Strategic Plan goal to improve all students' achievement and learning growth in literacy and numeracy, with a particular focus on writing, was not achieved, with 2 targets not achieved and one target no longer relevant. Although the target was not achieved the panel found that Year 5 NAPLAN data showed student literacy and numeracy outcomes were above similar schools. Teacher judgement Years Prep-6 data showed that the school's results were comparable to similar schools in reading and viewing and number and algebra, although in writing the school's results were above similar schools. Teacher judgement data showed that most students were at or above expected levels. Students needing additional support accessed tutoring and support from educational support (ES) staff. The data showed an improvement towards below levels in writing and number and algebra from 2020 to 2023 whilst reading and viewing remained stable over the SSP period.
- A key highlight for the school was the implementation of new instructional approaches using evidence-based teaching and learning approaches for reading, writing and mathematics. The staff worked collaboratively to drive this work, engaging in professional learning. The school's pre-review self-evaluation (PRSE) noted that the school's instructional models incorporated the high impact teaching strategies (HITs). High impact teaching strategies within the instructional model were found to be embedded. Analysis of planners noted that planning templates matched the instructional models although panel discussions reported that the structured literacy model was a still work in progress.
- The 2020-2024 SSP goal to improve students' agency and active engagement in their learning was mostly met, with the one target that was set. The key improvement strategy to embed structures and processes that activate student voice, choice and agency in learning was evident. Opportunities for student voice through classroom choices such as selecting topics for projects, deciding on learning activities, choosing how to demonstrate their learning and the use of exit tickets as a tool to gain input on student learning. Students commented that they gave teachers feedback on the lesson through the exit tickets.
- Panel fieldwork noted that opportunities to plan and speak at school assemblies and the development of the school's acknowledgement of country were also avenues for student voice. Classroom observation saw agency in learning through collaborative activities where students were contributing their ideas and collaborating with peers about the task. Teachers recognised that student agency where students had more ownership in their learning through student learning goals was an area for further development.
- The school established shared goals and values, set high expectations, and created a positive, safe, and orderly learning environment by embedding the school's values into daily practices. Teachers acknowledged that these values were fundamental to the school's identity. This was reinforced by student focus groups, where students demonstrated a clear understanding of the school's values and confirmed that they are actively taught to them.
- Between 2022 and 2024, the school accessed The Song Room program to enhance student wellbeing and the performing arts curriculum. Led by a visiting artist, the program focussed on developing social and emotional skills through music, dance and drama. Key outcomes as noted in the school's PRSE included improved self-awareness, decision-making, social

skills, school pride, belonging and confidence. Students developed creative capabilities and gained arts knowledge aligned to the Victorian Curriculum. The program culminated in musical and theatrical performances at the end of year production, strengthening connections with families. As part of forums associated with the PRSE process feedback from both students and parents strongly endorsed this.

The school commenced an outside school hours care program in 2022. The provision of this at Goornong Primary School provided a significant benefit to the school community, providing working parents with a care option for their children and giving students access to extra-curricular activities on a regular basis. Many families utilised the service.

Focus areas for the next School Strategic Plan

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

- literacy and numeracy with the introduction of the new English and mathematics curriculum 2.0
- student voice and agency
- shared leadership with a focus on building middle leadership capabilities
- teacher feedback through frameworks such as peer observations, coaching and modelling
- prioritisation of Professional Learning Communities (PLC) time for whole staff collaboration.