

# School Review Report 2021 – 2025 Cycle



Niddrie Primary School

5410

South-Western Victoria Region

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Strategic Plan: 2021-2025

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## Melbourne Oct-21

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# 1. Public section

1.1 SCHOOL CONTEXT	
<b>Location and history</b>	Niddrie Primary School is located in the municipality of Moonee Valley in the northern suburbs of Melbourne 16 kilometres from the Melbourne Central Business District. The school was founded in 1994.
<b>School facilities</b>	The school facilities include light timber construction buildings and portable buildings, visual art, music and Italian rooms, a canteen and a multi-purpose hall that includes a space for Parents and Friends activities,. The grounds include an all-weather surfaced oval and senior and junior adventure playgrounds, The schools' learning areas and facilities will be enhanced with a federal and state government grant that has identified \$10 million for future developments.
<b>Enrolments</b>	Enrolments at the time of the review were 332 students. Over the past four years, enrolments increased by 30 students.
<b>SFO and SFOE</b>	The Student Family Occupation Education (SFOE) index was 0.34 in 2020–21.
<b>Staff profile</b>	The staffing profile consists of a principal, an assistant principal, two learning specialists, 21.8 full time equivalent (FTE) teachers and 4.3 (FTE) education support members.
<b>Curriculum</b>	An instructional framework has been developed aligned with the Framework for Improving Student Outcomes (FISO), inclusive of the research-based practices and the workshop model. The High Impact Teaching Strategies (HITS) are embedded within the different parts of the instructional model that informs the teaching and learning from Foundation to Year 6. The school aims to create an inclusive, safe and supportive learning environment for all students. The School Wide Positive Behaviour (SWPB) framework and Resilience, Rights and Respectful Relationships programs promote positive relationships, security and a sense of belonging for all. Specialists' programs include Italian, physical education, science and visual and performing arts.
<b>Additional information</b>	Other programs that students enjoy are the senior and junior Wakakirri story dance programs and the RACV Energy Breakthrough. There is a leadership skills program for student leaders. The school also delivers a Tutoring for Reading Improvement program and the Department of Education and Training (DET) supported program. There is an accredited Out of School Hours Care Program

## 1.2 SCHOOL & COMMUNITY HIGHLIGHTS

### Highlight 1

**Title:** Remote Learning

**FISO dimension:** Parents and carers as partners

Staff and parents reported in fieldwork discussions that the parent community and school council were actively involved in many aspects of the school ensuring the good governance and continued positive reputation of the school in the Niddrie and surrounding communities. This was enhanced in 2020 and 2021 by the support from the school to students and families in delivering remote learning. The Panel members acknowledged that the challenges of remote learning in 2020 led to a range of apprehensions that added to the level of staff concerns. In particular, the steep learning curve required to use online tools to deliver student learning as well as supporting students and the members of the school community.

Staff ensured that the learning was appropriate, rigorous, and differentiated so that it catered for the learning needs of students. The staff also sought feedback from students and parents and acted upon it and ensured regular communication by phone, email or online chats was maintained. These approaches enhanced relationships with families and highlighted the value of effective communication in strengthening relationships. The feedback from students and parents in fieldwork was often that the staff were caring, supportive of students, colleagues and the members of the school community.

The Panel agreed that development of effective remote learning tools and the nurturing of the relationships were highlights in providing support to students, their families and the whole community.

### Highlight 2

**Title:** Enhancing teaching and learning

**FISO dimension:** Evidence-based high impact teaching strategies

The school reported that the collection, analysis, and evaluation of data to inform student learning growth was a priority over the period of review. Teams utilised the assessment schedule and the Student Performance Analyser (SPA) tracker, Panorama, and cohort data to ensure timely data was collected and used to inform curriculum planning. The development of a scope and sequence for numeracy gave teachers consistent guidelines for what was to be taught and assessed in classrooms from Foundation to Year 6.

Teams of teachers in Professional Learning Communities (PLC) moderated assessment data to develop consistency in teacher judgements of student achievement. The school prioritised professional learning in literacy assessment with the aim of developing an understanding of how to analyse data sets, to identify misconceptions and target the teaching and learning to address any of these.

The Panel heard in fieldwork that the school focused on developing teacher capability to utilise the High Impact Teaching Strategies (HITS) over the review period by beginning to use student goals and explicit teaching. The Panel agreed that a highlight was the professional learning that focused on assessment and HITS. This built staff skills and understanding of the impact of effective use of data and evidence and best practice teaching and learning.

### Highlight 3

**Title:** Building school leadership

**FISO dimension:** Instructional and shared leadership

The Panel heard that three aspects to enhance school leadership were developed during the review period, namely the School Improvement Team (SIT), Professional Learning Communities (PLC) and Lead Teams.

The SIT was established to specifically identify strategies to progress the goals and strategies in the Annual Improvement Plan (AIP) and how these were measured and reported annually. The school undertook the Professional Learning Communities (PLC) training in 2020 and was established as a PLC partnership school with Seaholme Primary School. In 2021, the school has refined its scope to focus on strategies that maximise student learning growth.

Lead Teams were introduced to ensure all areas of the FISO were monitored and embedded into practice. These teams were responsible for driving the implementation of key improvement strategies from the AIP, through whole staff professional learning and cross-team collaboration. Lead teams were also responsible for the monitoring of school wide data sets including NAPLAN, student and parent surveys, attendance and wellbeing.

The Panel agreed that these initiatives assisted in building staff leadership and improving accountability processes.

## 1.3 SUMMARY OF KEY REVIEW FINDINGS

### SSP Goal 1:

The first goal was to ensure the achievement of high-quality educational outcomes and strong learning growth for all students with a focus on literacy and numeracy. The Panel agreed that this goal was partially met as some of the NAPLAN targets and the teacher judgements targets were achieved.

### SSP Goal 2:

The second goal was to develop learners who challenge themselves to advance their learning and demonstrate the school's learner dispositions. The Panel concluded that this goal was not met as the targets were not achieved. However, the Panel noted that the data indicated that from 2018 to 2021 the percentages of positive responses in the student survey when compared to the data for similar and network schools, were higher.

### SSP Goal 3:

The third goal was to develop optimistic students who display growth mindsets, behaviours and attitudes that reflect the school values. The Panel concluded that this goal was partially met as the target for the parent survey was achieved but the student survey target was not met.

### Findings against the Terms of Reference Focus Questions

#### Question 1:

How effectively and consistently do teachers implement the agreed instructional model and school curriculum to ensure a differentiated needs-based learning program meets the needs of all students?

The Panel agreed that there a sound structure with a documented school curriculum and instructional model. The Panel recommended that there was further work to improve teacher's knowledge and capability to deliver a differentiated learning program that caters for the needs of all students.

**Question 2:** To what extent are teachers developing student skills and capacity to be active agents in the planning, implementation and monitoring of their learning?

The Panel agreed that the degree of students having ownership of learning goals and participating in two-way feedback to enhance student voice and agency in learning was progressing. The Panel agreed that continuing to develop an agreed approach to goal setting linked to learning intentions and success criteria was a key stage for empowering students to understand and monitor their learning.

**Question 3:** How effectively does the school establish processes and partnerships that connect families to student's learning?

The Panel agreed that that the school endeavoured to create and build positive relationships with parents and the broader community. The Panel agreed that expanding relationships and the range of opportunities to engage parents in student learning would strengthen student learning, engagement and wellbeing.

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

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

- student achievement and learning growth in literacy and numeracy
- differentiated leaning informed by evidence-based teaching and assessment
- student engagement and goal setting
- student wellbeing.