

School Review Report 2019 – 2023 Cycle



Yarrambat Primary School

2054

North-Western Victoria Region

Validation Day: 28th October

Fieldwork Days: 11th November, 14th November

Final Panel Day: 25th November 2019

Strategic Plan 2016-2019

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Melbourne Jun-20

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1. Public section

1.1 SCHOOL CONTEXT

Location and history	Yarrambat Primary School is located in the Nillumbik Shire in the outer north-eastern suburbs of Melbourne approximately 35 kilometers from the Central Business District. The school was founded in 1878.
School facilities	The school layout includes an indoor multi-purpose gym, two main classroom buildings with central open spaces. The grounds include separate adventure playgrounds, basketball and netball courts and an oval with artificial turf. There is also a running river area.
Enrolments	Enrolments at the time of the review were approximately 628 students. Over the past four years, enrolments increased by 90 students.
SFOE	The Student Family Occupation Education (SFOE) index was 0.3155 in 2019.
Staff profile	The staffing profile of Yarrambat Primary School includes a Principal and Assistant Principal, 37 teachers, 7.3 full time equivalent Education Support (ES) staff including office administration staff.
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs. The school is organised into four teaching units: Prep, Years 1-2, 3-4, and 5-6.
Additional information	The school has purpose-built facilities for visual arts, music, physical education and STEM (science, technology, engineering and mathematics). A Before and After School Care Program is operated in the multi-purpose gym.

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Yarrambat Primary School (YPS) reported in the Pre-Review Self-Evaluation (PRSE) and the Panel discussed on the Validation and Panel Days the following school highlights.

Highlight 1

Title: STEM (science, technology, engineering and mathematics)	FISO Priority: Excellence in teaching and learning	Dimension: Curriculum planning and assessment
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The Panel found that a key school and community highlight was the implementation of a STEM program across the school in 2019. This provided a stimulus to learning in the area of science.

The school introduced a train the trainer model. Each classroom teacher worked with the STEM teacher who provided the basis for developing overall teacher capacity for planning and teaching science. Specific strategies and activities were trialled and evaluated. This in turn flowed into the Discovery program which enabled teaching staff to use some of these strategies with students as they followed their passions in determining their own discovery topics.

Students and parents reported during the review that the hands-on approaches in STEM and the flexibility in the Discovery program increased student interest and stimulated greater engagement. The Panel concluded that these impacted upon improved student learning outcomes and interest, particularly in science.

Highlight 2

Title: Vocabulary, connectives, openers and punctuation (VCOP)	FISO Priority: Positive climate for learning	Dimension: Empowering students and building school pride
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The school reported that the implementation of the VCOP writing structure provided an important stimulus for the improvements in outcomes in this area. The structure provided consistency and certainty for developing writing skills with students. The Panel also heard that the giant egg motif was a visual stimulus that created interest for many students. There was higher teacher assessed outcomes in writing, and this led to a further development of student understanding of what needed to happen next in order to improve their own writing.

During fieldwork, students were observed using the VCOP posters and suggested supports to improve their own writing. Students stated that they were very familiar with the VCOP approach and how it was supporting improvements in their writing. Many students reflected that they found writing more enjoyable as they were able to build upon their thoughts with the VCOP prompts. The Panel agreed that VCOP was a positive vehicle in effectively empowering students and in improving student writing outcomes.

Highlight 3

Title: Student voice	FISO Priority: Positive climate for learning	Dimension: Empowering students and building school pride
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The school reported in the PRSE that it looked to expand the opportunities for student voice across the school. This was particularly evident in the Year 6 leadership program. Across the strategic plan the school included student voice into decision making and planning for:

- Outdoor play spaces such as the Prep to Grade 2 street area
- High expectations amongst students by setting classroom rules and expectations
- Encouraging students to post their work online and relate it back to the learning process
- Discovery initiative by expanding the choices into areas for literacy and numeracy high achievers
- Use of the Pit, The Learning Pit and The Learning Process posters to provide a visual aide for students to be able to understand where they sat with their work and how they learnt
- The use of student led nominations and voting for Pupil of the Week awards.

The Panel investigated these through student focus groups and classroom observations. The Panel concluded that the choice and involvement of students in these activities led to greater student engagement and built school pride.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals

SSP Goal 1:

The 2016–19 SSP for Yarrambat Primary School set a goal to ensure that all students achieved their optimum level of literacy, numeracy and curiosity. The goal was partially met as the review Panel determined three of the achievement targets were partially met and two were met. The Panel found that student achievement was at a high level across the school.

SSP Goal 2:

The second goal was to deepen and strengthen students' sense of engagement, well-being and curiosity. The goal was partially met as the Panel found that the student survey target was partially met.

SSP Goal 3:

The third goal was to build resilience, positive behaviours and attitudes across the school community that supported the achievement of 'personal best'. The goal was met as the Panel found that the student survey target indicated high levels of positive response.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1:

To what extent are the high impact teaching strategies including feedback supporting consistent, high-quality teaching practice?

The Panel found that the use of common instructional practices, based upon a documented curriculum was in place across the school, with teachers supported through professional learning and team collaboration. The use of high-impact teaching strategies was developing. The Panel agreed that processes for team planning in the use of high-quality strategies to further improve student learning outcomes were still to be embedded.

Terms of Reference Focus Question 2:

How does the school delivery a differentiated curriculum that targets individual learning?

The Panel concluded that the collaborative team approaches, with consistent curriculum and assessment regimes, along with supportive leadership and clear expectations, were engendering a consistent, differentiated curriculum to meet individual learning needs.

Terms of Reference Focus Question 3:

To what extent does the school develop student capabilities to take responsibility for their own learning?

The Panel found that the school had processes in place to support student voice and leadership, and students had opportunities to follow their interests within the curriculum. Implementation of practices to support student feedback and build capabilities to take responsibility for their own learning were not yet fully embedded.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP

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

- Learning growth for all students in literacy and numeracy
- Consistent, high quality teaching practice
- High Impact Teaching Strategies
- Agency in learning to support students as active and engaged learners
- School wide positive behaviour support, particularly in resilience.