

School review report

Whorouly Primary School

1373

School Strategic Plan 2020-2024

Executive Summary

This section provides a summary of key review findings and areas of focus, which can be shared with the school community.

Key findings on student outcomes and school practices

In Term 4, 2024, Whorouly Primary School completed their 4 yearly school review to inform development of 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 and two challenge partners. The principal, school council president and key staff members were also part of the school review panel.

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 (SSP) goal to maximise the learning growth of every student in literacy, with a particular focus on writing was partially achieved, with 2 targets partially achieved and one target unable to be measured. The panel found that student growth fluctuated across the period to 2023. The most recent growth measured for semester 1 2024 indicated that 100% of students achieved expected or above expected growth in reading and 85% of students achieved expected or above expected growth in writing.
- The percentage of Year 5 students achieving in the top 2 bands NAPLAN was no longer able to be assessed. The panel was unable to draw any valid trend conclusions due to the small cohort of students represented in NAPLAN.
- The panel found the percentage positive endorsement in the Attitude to School Survey factors Student voice and agency decreased continuously while Sense of confidence fluctuated over the SSP.
- The 2020-2024 SSP goal to maximise the learning growth of every student in numeracy was partially achieved with 2 targets partially achieved and one target unable to be measured due to changes in NAPLAN achievement measures. The panel found the percentage of students achieving above age expected level on the Victorian Curriculum Teacher judgements in number and algebra over a 12-month period fluctuated across the SSP with the 3-year average (2020–23) just below the target.
- The panel found that some student leadership opportunities were in place, students had opportunities to influence some decisions within the school in general and there were some avenues for students to follow their interests within the curriculum. However, there were few opportunities for students to provide feedback on the impact of teaching and learning.
- Extensive professional learning had occurred in writing and mathematics and had resulted in revised curriculum documentation and a focus on building teacher instructional practice. A whole-school instructional model was in place and progress was made in using evidence-based teaching and learning approaches, particularly through the Professional Learning Communities (PLC) approach. A focus on explicit teaching, the use of modelled/ worked examples and immediate feedback as students worked independently was evident within the instructional model. Opportunities for deep reflection on learning and feedback to teachers on practice were not yet developed.
- A whole school approach to wellbeing was in place supported by a comprehensive scope and sequence, regular lessons, staff tracking and monitoring of wellbeing outcomes and within the PLC process. This was led and supported by a newly appointed mental health and wellbeing leader. Attendance data showed fluctuation across the SSP with a recent

increase in the number of average days absent and in the percentage of students absent for more than 20 days.

- An emphasis on engagement with the local community to share and celebrate student learning was a major highlight over the previous 4 years at Whorouly Primary School. Family nights each term provided insights into student learning across a range of curriculum areas and showcased school programs and opportunities for learning. A major highlight was the 150th celebrations of the school opening, a memorable event that allowed student engagement with the history and development of the school.

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:

- developing curriculum knowledge
- collaborative approaches to curriculum planning and instructional practices
- data literacy
- feedback
- differentiation
- student voice, agency and leadership
- attendance, in particular reducing extended periods of absence
- teacher response to wellbeing needs

