

School Review Report 2021 – 2025 Cycle



Bimbadeen Heights Primary School

5011

North-Eastern Victoria

Validation Day: 3 March 2022

Fieldwork Day: 17 March 2022

Final Panel Day: 22 March 2022

Strategic Plan 2018-2021

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1. Public section

1.1 SCHOOL CONTEXT	
Location and history	Bimbadeen Heights Primary School is in the eastern suburb of Mooroolbark in the Yarra Ranges Shire, 38 kilometres from the Melbourne central business district and was founded in 1979. It shares close links with neighbouring primary and secondary schools within the Lilydale District Network.
School facilities	The school facilities include an open plan learning spaces, multi-purpose room, library gymnasium and a visual arts room. The school grounds include multiple surfaced playing areas as well as a large, grassed oval, running track and three playgrounds for student recreational and sporting activities. The school's hall is used during school hours for assemblies, incursions and specialist physical education classes, and outside hours for local sporting groups and associations through established school council hire agreements.
Enrolments	The school enrolment at the time of the review was 490. Enrolments numbers have increased over the period of review.
SFO and SFOE	The Student Family Occupation Education (SFOE) index was 0.34 in 2021–22.
Staff profile	The staffing profile includes a principal and an assistant principal, 29.9 teaching staff full time equivalent (FTE) including a leading teacher, two learning specialists and 6.9 (FTE) Education Support (ES) staff.
Curriculum	The school curriculum reflected the Victorian Curriculum framework, with specialist programs offered in music, physical education, visual arts and Languages Other than English (LOTE) Chinese Mandarin.
Additional information	An accredited out of school hours care program operates from a large additional portable building.

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: Shared understanding of values and tokens

FISO dimension: Vision values and culture

The Panel acknowledged that a key school community highlight was the development of the School Wide Positive Behaviour (SWPB) support framework. The school identified the values of Respect, Integrity, Compassion and Resilience. The staff reported during fieldwork that the students, staff and community were conversant with these values. To embed the values the school developed a matrix in collaboration with students, staff and the community. Students referred to the matrix and identified the expected behaviours that each value represented.

Values tokens were created to recognise when students displayed the school values. Each classroom tracked the tokens awarded to students and the totals were compiled in a whole school target. When the target was reached the whole school celebrated with an activity that was connected to a value. Students were also recognised and celebrated when they achieved certain amounts of tokens. Students earned tokens both in the classroom and in the school yard. Students were always acknowledged for the value they had demonstrated, giving the tokens a purpose for students.

Feedback in preparation for the review indicated that parents embraced the use of the school's values tokens and had developed their understanding of how the values positively impacted their child's learning. Teachers and students also took time each week to focus on a school value in classroom wellbeing lessons and in Student Teams Are Really Special (STARS) group lessons. The Panel recognised that the shared development of the school values and behaviour expectations was a school and community highlight.

Highlight 2

Title: Instructional Model

FISO dimension: Building practice excellence

The Panel heard during review fieldwork that the school instructional model encompassed the concepts of the Workshop Model and the Gradual Release of Responsibility. School leaders planned professional learning sessions that developed teacher capacity to utilise and implement the model. This increased teacher knowledge and confidence to implement the model at all levels. Learning walks were also conducted to ascertain the current level of implementation and to establish the next steps to support teachers' implementation. Teachers taught explicit lessons around the Workshop Model and what each component of the lesson looked like in practice.

The model was illustrated in all classrooms. Students across all levels were beginning to articulate the instructional model, including using language such as hook, mini lesson, worktime and reflection. Teacher planners in every year level, across curriculum areas, were simultaneously updated to reflect the model and ensure whole school consistency. The consistent approach fostered collaboration in teacher planning. The development of consistency in teaching and planning together with a common language was shared by teachers and students. The Panel agreed that the development and implementation of the instructional model was a highlight.

Highlight 3

Title: Data Informed Teaching and Learning

FISO dimension: Evidence-based high impact teaching strategies

School leaders during review fieldwork reported that teachers had increased their capacity to analyse relevant data to guide teacher planning. To support this, an assessment schedule was established and implemented to improve consistency in teacher judgements in assessment of student achievement. Relevant assessment tools for reading were utilised by teachers to ensure student point of need instruction. Teachers outlined the next steps in learning in planners. At the end of each semester, data meetings were held to share and celebrate improvement in student learning and to identify any students who had not progressed and what measures would be developed to address this. The success of these approaches was evidenced in the improvement from 2019 to 2021 in NAPLAN relative and benchmark growth at Year 5 and improved consistency in teacher judgements of student achievement.

Individual achievement data for all students was displayed on a newly established data wall in the school conference room to highlight student growth and development across the school. This data allowed planning teams to analyse any cohort trends and identify the next steps for teacher planning. To ensure consistency at all

year levels, teacher used pre and posts tests to identify students requiring intervention support through the Tutor Learning Initiative (TLI). The Panel agreed that the increased use of assessment data to guide teacher planning and classroom instruction was also a highlight.

Highlight 4

Title: Professional Learning

FISO dimension: Building practice excellence

The Panel acknowledged that carefully planned professional learning in the latter part of the review period built staff knowledge and confidence in key areas of the school Annual Improvement Plan (AIP). Professional Learning was prioritised and organised in advance of each term through the planner. This provided clear direction for each professional learning activity. Clear protocols were developed and in place to ensure each activity was efficient and purposeful. Professional Learning was led by a combination of School Improvement Team (SIT) members, learning specialists and the teaching partners from the Differentiated Support for School improvement (DSSI) initiative.

Professional learning in leadership for middle leaders enhanced team development as they completed the Professional Learning Communities (PLC) modules. Having a clear direction for professional learning, linked to the directions outlined in the AIP, built the capabilities of staff to implement school improvement initiatives. These initiatives included data literacy and the use of assessment tools, the implementation of the instructional model and the School Wide Positive Behaviour (SWPB) measures. The Panel acknowledged the strategic development of staff professional learning was a highlight.

1.3 SUMMARY OF KEY REVIEW FINDINGS

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

SSP Goal 1a: To improve learning growth for students in literacy and numeracy.

SSP Goal 1b: To improve the consistency of quality teaching and learning across the whole school.

The Panel agreed that over the review period the school improved the consistency of quality teaching and learning across the whole school, through the development and implementation of the instructional model. This improved teacher capabilities and resulted in improvement in student learning growth. The Panel agreed that the goals were partially met, with one target met, one target partially met and another target not met.

SSP Goal 2a: To improve the climate for learning and reduce the levels of disruptive student behaviour.

SSP Goal 2b: To engage students more authentically in their learning.

The Panel agreed that these goals were met with the introduction of the School Wide Positive Behaviour (SWPB) program that focused on the school's values. Positive student behaviour was recognised and rewarded, and Panel members observed the values matrices displayed in all classrooms. The goal was partially met, with one target met and the other partially met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1:

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

The Review Panel members acknowledged that the professional learning programs had effectively supported teachers to learn and implement the school instructional model. This support built teachers' capabilities to improve their teaching and to design curriculum that was aimed at meeting the learning needs of all students.

Terms of Reference Focus Question 2:

To what extent is there systematic use of assessment strategies and evidence to assess student learning growth, attainment and wellbeing

The Panel agreed that teacher assessment and the use of data to inform planning had progressed significantly over the review period. The Panel also agreed that staff were implementing school approaches to assessment and planning that were designed to meet all students' learning needs.

Terms of Reference Focus Question 3:

How effectively does the school ensure that the level of student voice and agency improves student engagement in their learning?

The Panel agreed that progress had been made in empowering students to understand and manage their learning. It was agreed that it was necessary to build staff capabilities to further understand and refine what student agency and voice would look like in classroom practice.

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:

- achieving learning growth for all students
- building students' capabilities as learners
- increasing student ownership in learning
- strengthening student engagement and wellbeing.