

2022 School Review and New School Strategic Plan 2021-2025

The Department of Education (DET) conducts reviews of schools every 4 years. This rigorous process is conducted by the Victorian Registration & Qualifications Authority (VRQA) and the evaluation is completed with support from a DET appointed external reviewer.

It emphasises continuous improvement and affirms that every student, no matter their background or circumstances, has a right to learn in a school committed to improvement. It maintains that every school can improve.

Our 2022 School Review was held earlier in the year. Each school review supports our school to differentiate our improvement journey by building on current strengths and responding to unique challenges to achieve continuous improvement.

The school review had a dual focus on school improvement and compliance against the Minimum Standards for school registration. It provides opportunities to engage with the whole school community about how they feel the school is going and provides an independent view of the school by drawing on external expertise.

The school review:

- embraced the input of experts from both within and beyond the school
- forged links between evidence, school review, and strategic and annual planning
- welcomed school community participation and input
- sought multiple perspectives, engagement with the whole school community and openness to challenge for improvement
- celebrated our strengths and achievements
- identified next steps in our work, resulting in the development of our new School Strategic Plan (SSP).

Our School Review delved deeply into the school's performance through the analysis of performance data, focus group discussions, and observations of teaching and learning practices, and the triangulation of evidence-based findings to propose goals, targets, and key improvement strategies for the new School Strategic Plan.

Thank you to our community members who were involved in our review through completing a survey, attending the parent and carer session as part of our fieldwork day. Thank you also to Troy Hovey, our School Council President, who contributed greatly as a parent/carer voice on our School Review Panel.

Key Documents and Tools

Below is a recap on some of the key documents and tools schools use during the review process that you may have seen and heard about.

FISO 2.0

The FISO 2.0 is the continuous improvement framework for all Victorian government schools. It sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student.



When integrated, these elements build a positive environment through strong relationships that enables all students to become happy, healthy, and resilient; successful lifelong learners; and active, informed members of just and sustainable communities.

The student learning and wellbeing outcomes at the centre of the FISO 2.0 work together. They define what every school community is working towards with every student.

By understanding the learning and wellbeing needs of students with reference to the five core elements, schools can better identify what is working and what practices need to change and be improved.

The Continua of Practice

The continua of practice is a summative 4-point scale used in self-evaluation of the FISO core elements. Schools engage in self-evaluation of their practices and performance using a range of data and evidence including:

- system measures to support planning
- illustrations of practice
- school-based student data and evidence.

Self-evaluation against the continua comprises a balanced consideration of both student learning and wellbeing outcomes (to understand evidence of impact) and, using the illustrations of practice and school-based student data and evidence, an assessment of what practice in the school need further focused effort to improve student learning and wellbeing outcomes for this dimension.

Schools use the continua of practice as part of a review, and strategic and annual planning processes and to support learning from one another through networks and communities of practice, sharing effective leadership, learning, and teaching practices.

Illustrations of Practice

The Illustrations of practice are examples of effective practice within each dimension. They are used to diagnose areas for improvement and can be used as a benchmark against which to reflect on current practice.

The FISO 2.0 dimensions indicate priority areas of practice that improve students' learning and wellbeing. Self-evaluation of practice against the dimensions is supported by the illustrations of practice for each dimension, which support schools to look more closely at specific aspects of their practice within each dimension.

FISO 2.0 Improvement Cycle

The improvement cycle depicts the improvement process that Victorian government schools use to implement strategies and actions to improve every student's learning and wellbeing. The cycle embodies the leading research and global best-practice research on school improvement and teacher professional learning. It provides a common implementation process to evaluate, prioritise, plan, and monitor change.

TEACHING AND LEARNING

DIMENSION

Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships

Illustrations of practice

- Teachers respond to student learning and wellbeing needs using common and subject-specific high-impact teaching and learning strategies as part of a shared and guaranteed and viable curriculum responsive to their teaching and learning model including where the wellbeing capabilities connect
- Leaders regularly collaborate with teachers to build their capacity in identifying and responding to the learning and wellbeing needs of students through tiered approaches of support
- Teachers differentiate their pedagogy, lesson plans and assessments to ensure learners of all abilities can access the curriculum and engage in stimulating learning experiences that enable them to achieve their learning growth milestones and wellbeing capabilities
- Leaders establish sustainable routines for collaboration and professional development, ensuring classroom observation, internal/external programs, PDPs and the modelling of effective practice and feedback are effectively embedded in the school
- Teachers critically reflect individually and collaboratively to enhance their impact on student wellbeing and learning, using the improvement cycle to ensure their practice is informed by contemporary research and evidence

Measures

The measures below should be considered alongside the outcome measures and school-level measures.

- Teacher Judgement – learning growth
- Attitudes to School Survey – Stimulated learning
- School Staff Survey – Guaranteed and viable curriculum (secondary), academic emphasis

IMPROVEMENT CYCLE



Steps		FISO 2.0 Improvement Cycle
Step 1:	Gather and analyse data	Evaluate and diagnose
Step 2:	Examine current processes and practices	Prioritise and set goals
Step 3:	Identify and plan actions	Develop and plan
Step 4:	Implement and monitor impact	Implement and monitor

School Review Report

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 and 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.

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.

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.

Summary of Key Directions for the Next School Strategic Plan

Our new School Strategic Plan for 2021-2025 was approved by the Department of Education and Training in November 2022. Below is a summary of key directions including goals and key improvement strategies that will support the development of our Annual Improvement Plans over the next three years.

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.

Bimbadeen Heights School Strategic Plan (SSP) 2021-2025

Goal 1 - Maximise the learning growth of every student and build the capability of students as learners.

- **Key Improvement Strategy 1a.** Embed a whole-school approach to assessment of learning.
- **Key Improvement Strategy 1b.** Build teacher capability to evaluate and plan for differentiated, adaptive, student-centred learning.
- **Key Improvement Strategy 1c.** Embed agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.

Goal 2 - Empower students to be active agents in their learning.

- **Key Improvement Strategy 2a.** Develop and implement a strategy to build student agency in their learning by utilising goal setting and feedback.

- **Key Improvement Strategy 2b.** Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their learning journey, through self-assessment and reflection.

Goal 3 - Strengthen the engagement and wellbeing of all students.

- **Key Improvement Strategy 3a.** Embed a whole school approach to health, wellbeing and inclusion that supports and responds to student need.