

School review report

School name: Wooranna Park Primary School (4989)

School Strategic Plan 2020-2024

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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, Wooranna Park Primary School (WPPS) 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 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 SSP goal to improve student learning in literacy was partially met, with 6 targets related to NAPLAN not able to be assessed and one target not met. The panel found that the Year 3 literacy outcomes in NAPLAN proficiency were improved and above similar schools. Year 5 NAPLAN high relative growth (interim) data for reading was also above similar schools. Students needing additional support were accessing tutoring support and improving towards expected levels. The review panel agreed that embedding the school's instructional practices through collaborative teams and coaching would further improve student learning outcomes in literacy.

The 2020-2024 SSP goal to improve student learning in numeracy was partially met, with 3 targets related to NAPLAN not able to be assessed and one target not met. The panel found that the Year 3 numeracy outcomes in NAPLAN proficiency were improved and above similar schools and Year 5 outcomes approximated similar schools. Year 5 high NAPLAN relative growth (interim) data for numeracy was also above similar schools. The review panel agreed that planning a differentiated learning program and implementation of the Primary Mathematics and Science Specialists (PMSS) Initiative would further improve numeracy outcomes.

The 2020-2024 SSP goal to improve student engagement and wellbeing was mostly achieved with 2 targets mostly achieved and 1 target not achieved. The panel found increased positive endorsement on the Attitudes to School Survey (AtoSS) for factors related to engagement and wellbeing and on the School Staff Survey (SSS) positive endorsement for School climate also increased. Students and parents reported high levels of satisfaction with the teaching, learning and wellbeing approaches of the school.

The school reported in its pre-review self-evaluation (PRSE) that the professional growth of staff through professional learning and coaching was a highlight and was supporting the implementation of a consistent instructional model with explicit teaching and a structured phonics program. The school had documented an instructional playbook to support teachers to regularly review the purpose of the agreed teaching and planning approaches to learning and wellbeing.

Parent engagement post the COVID-19 pandemic was a priority for the school. Parents reported whole school events such as the Colour Run, mathematics nights, mini fete and the Arts Show were highlights of the school. Parents also welcomed improved communication, transparent decision making and the focus on positive behaviour approaches. Students highlighted the school's sporting programs, the safe and happy learning environment and their teacher support as strengths of the school.

The school strengthened its wellbeing approaches by appointing a wellbeing coordinator, engaging with regional coaches to implement the Disability Inclusion Profile (DIP) and strengthened partnerships with families in the development of individual education plans (IEPs) during student support group (SSG) meetings and the development of routine based planners for all students requiring functional adjustment to fully engage to improve their learning and wellbeing. The social emotional learning program was aligned with Respectful Relationships and zones of regulation and taught regularly and enhanced by the recognition of students displaying behaviours aligned with the school's values. The implementation of Departmental initiatives such as Professional Learning Communities (PLCs) saw a greater focus on collective responsibility for learning and wellbeing.

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:

- literacy and numeracy, with a focus on improving differentiation and responsive teaching
- implementation of the Victorian Curriculum (VC) 2.0 and Victorian Teaching and Learning Model (VTLM) 2.0
- formative assessment and data analysis
- School Wide Positive Behaviour Support (SWPBS) framework
- tiered responses to wellbeing and inclusion
- collaborative partnerships with families and school.



