

- School review report

Cairnlea Park Primary School (1434)

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 3, 2024, Cairnlea Park Primary School (CPPS) completed their 4 yearly school review to inform the development of their 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 was to improve student learning outcomes in literacy. This goal was partially met, with one target met, one target partially met and two targets no longer relevant. They heard how the school had focused on the teaching of writing over the strategic plan period. The panel agreed there were a range of programs in place for students needing additional learning support. They also agreed that a strengthened focus on literacy learning extension should be considered over the next strategic plan period.
- The second 2020-2024 SSP goal was to improve student learning outcomes in numeracy. This goal was partially met, with two targets partially met and one target no longer relevant. The panel found that the percentage of students achieving at or above expected level in mathematics was consistently higher than Similar schools for both NAPLAN and teacher judgements. They agreed that a future focus on building teachers' knowledge of the Victorian Curriculum 2.0 would further support the provision of mathematics extension for students achieving above expected level.
- The final 2020-2024 SSP goal was to empower students to have agency in their learning. This goal was not achieved, with all three targets not being met. The panel understood it was challenging for the school to meet these targets over the previous SSP period, due to the impact of the Pandemic. The panel found that while the school did not meet the set targets for this goal, the results for the School Staff Survey (SSS), students' Attitudes to Schools Survey (AtoSS) and the Parent Opinion Survey (POS) for the set targets had matched or exceeded the Similar schools' results. The panel agreed that a focus on improved student engagement through enhanced curriculum provision and student agency should be considered as a future focus.
- **Positive climate for learning:** It was evident to the panel that the school leaders had led the development of a safe and orderly learning environment through the implementation of a school-based positive behaviours approach. Posters displayed the school developed positive behaviours expectations for students, called the B4U Act matrix, which were based on the school's values. Implementation of this approach was supported by staff capability building and the inclusion of social capabilities programs and approaches that were integrated across the curriculum. Feedback to the panel from students, staff and parents confirmed that the school provided a caring and respectful place for students to learn.

- **A whole-school instructional model:** The panel heard how a school-based instructional model had been developed. It was evident to the panel that the model was being implemented through classroom observations and planning documentation. The panel agreed that while the instructional model was being consistently implemented, there were some variations in how elements of the model were being applied across classrooms. Further refinement of the model supported by coaching and mentoring for teachers would strengthen the consistent implementation of the instructional model, including strengthened explicit teaching.

School highlights: Over the course of the school review the panel found evidence of and therefore acknowledged the following school highlights:

- The panel heard about the range of learning supports provided for students at the school, including the Tutor Learning Initiative (TLI) and English as an Additional Language (EAL) programs. The panel heard how there was a school-based referral process in place to determine which students accessed the learning support. A part time Occupational Therapist and a Speech Pathologist were employed to provide additional support for identified students. In addition, they provided staff professional learning and supported the provision of specialised programs, such as the Perceptual Motor Program for Prep students. Weekly literacy and numeracy extension lessons for selected students was offered through the school's enrichment program.
- The panel heard about the development of organisational structures that enabled teams of teachers to collaboratively plan together. These teams were supported by the Curriculum and Assessment and Mathematics learning specialists to plan for effective teaching. Team based Professional Learning Community (PLC) discussions further supported teachers with their use of data to inform their teaching practice. A dedicated room with a student learning progression data wall was provided to further support team planning. They heard how the strengthened team collaborative planning was aimed at improved teaching practice.
- The panel agreed that the school's learning environment was enhanced by the well-resourced teaching and learning resources and the provision of technology devices. All classrooms had access to digital screens and banks of iPads. Students from Year 2 upwards were allocated their own iPad to support their learning. In addition, the school had a Makerspace room which was equipped to teach digital technologies as part of the specialist program.

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:

- build teacher knowledge, implementation and assessment of the Victorian Curriculum 2.0
- strengthened differentiated teaching of reading, spelling and mathematics
- align the school's instructional model with the VTLM 2.0
- improved implementation of learning and wellbeing supports
- enhanced learning extension for students
- enable students as active agents in their learning
- improved student attendance.

