

# School Review Report

## Newborough Primary School

4650

South Eastern Victoria Region

Validation Day: 5 May 2023

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Final Panel Day: 25 May 2023

Strategic Plan 2019-2023

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# 1. Public section

<b>1.1 School context</b>	
<b>Location and history</b>	Newborough Primary School is situated in the Latrobe Valley in Gippsland, approximately 140 kilometres east of Melbourne's central business district.
<b>School facilities</b>	The school has a mix of permanent and relocatable buildings, within which are located six generalist classroom spaces, specialist teaching rooms, a multi-purpose space with kitchen and after school care facilities, a library/teacher resource area, and an administration area with offices, meeting rooms and staff facilities. In 2019, a major works and refurbishment project updated the administration facilities and provided two new classrooms, an art room and student toilets. Outdoor facilities include adventure playgrounds, hard court areas, along with grassed play spaces and a garden area.
<b>Enrolments</b>	Enrolments at the time of the review were approximately 105 students.
<b>SFO and SFOE</b>	The Student Family Occupation (SFO) index was medium, and the Student Family Occupation Education (SFOE) index was 0.4795 in 2023.
<b>Staff profile</b>	The staffing profile of Newborough Primary School in 2023 includes a principal and 1.6 full time equivalent (FTE) learning specialist teachers, 7.2 FTE teachers and 8.7 FTE Education Support (ES) staff; comprising office and classroom support staff. The Wellbeing Team includes a social worker and school nurse.
<b>Curriculum</b>	The school offers a curriculum program that encompasses the eight key learning areas of the Victorian Curriculum in Foundation to Year 6. Specialist subjects are Indonesian, Physical Education, Art and Kitchen Garden.
<b>Additional information</b>	The school has a social and emotional learning curriculum that integrates with the Respectful Relationships program.

## 1.2 School and community highlights

### Highlight 1

#### Title: Social Emotional Learning Supports

The panel heard that a school community highlight of the previous School Strategic Plan (SSP) period had been the work done in developing programs, processes and structures to support students' health and wellbeing.

A social worker had been employed. This fulltime role offered facilitation of the school's Breakfast Club, small group and individual counselling, monitoring student attendance, working with vulnerable families and support for the school's approaches to promoting positive behaviours. A school nurse worked part time to offer programs in health promotion, and to support families' connections with specialist medical services. In 2023, a disability inclusion coordinator had been appointed. This role included facilitating referrals to student support services, having oversight and quality assurance for students' individual education plans, and building teachers' capability to implement agreed adjustments and modifications for student learning.

The panel noted that Attitudes to School Survey data indicated at or above-average levels of endorsement against the variables: *Advocate at school*, *Teacher concern*, *Sense of inclusion* and *School stage transitions (New students)*. When the panel spoke with parents, it heard that students were well-supported in their individual wellbeing needs.

### Highlight 2

#### Title: Remote learning

The panel heard that a number of families were considered vulnerable and there had been approximately one third to a half of students who had attended onsite at school during the periods of remote and flexible learning in 2020 and 2021. For students at home, the school had provided regular communications and had distributed work packs to ensure that all students could access the learning.

The school identified the supports and strategies it had put in place to maintain student engagement and connectedness to their learning program, during these periods, as a highlight of the previous four years.

## 1.3 Summary of key review findings

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

<b>SSP Goal 1</b>	The 2019-2023 School Strategic Plan for Newborough Primary School set a goal to improve student outcomes in Mathematics. The panel found that the school had partially met this goal, with two targets partially met and two targets not met.
<b>SSP Goal 2</b>	The second goal set for the school was to improve student outcomes in English with an initial focus on Reading. The panel agreed that this goal had also been partially met with one target partially achieved and three targets not achieved.
<b>SSP Goal 3</b>	The third goal was to enhance student engagement and motivation to learn. The panel agreed that this goal had not been met, with none of the three targets related to the attendance and the Attitudes to School Survey being achieved.

### Findings against the Terms of Reference Focus Questions

**Terms of Reference Focus Question 1:** To what extent is there a culture of shared vision and high expectations across the school?

The panel found that the school had focused on developing a positive climate for learning, and on supporting students' wellbeing during the previous SSP period. It agreed that current leadership roles at the school had an emphasis on managing and responding to the social, emotional and learning needs of students. The panel agreed that the school should review its organisational design to ensure an equivalent focus on the improved achievement and learning growth of all students.

**Terms of Reference Focus Question 2:** To what extent is curriculum planning designed to offer students a sequential and developmental pathway and to effectively meet their point of learning need?

The panel found that the school had developed a professional learning communities approach and had shared planning structures in place. It agreed, however, that the school's curriculum planning frameworks and processes for the collection and use of assessment data required a review. The panel suggested that this offered the opportunity to develop a more integrated, connected scope and sequence for learning from Foundation to Year 6.

**Terms of Reference Focus Question 3:** To what extent do the school's instructional practices develop and promote students' cognitive engagement and learner agency?

The panel observed and heard about positive relationships between staff and students at the school. It found there was additional aide support provided in all classrooms to assist students in engaging with and completing their work. The panel agreed there should now be a focus on the use of high impact teaching strategies to promote students' agency as learners, and on increasing the level of differentiation in learning, to ensure appropriate challenge and support for all students.

## 1.4 Summary of areas of focus for the next School Strategic Plan

The school review panel recommends the following areas of focus be captured in the next School Strategic Plan:

- Literacy and Numeracy
- Data-informed, differentiated curriculum planning
- Instructional leadership of excellence in teaching and learning
- High Impact Teaching Strategies
- Student agency in learning
- School wide positive behaviour supports, with a focus on consistency and high expectations.

