

School Review Report

2022 cycle

Essendon North Primary School

4015

South Western Region Victoria

Validation Day: Tuesday, 21st February, 2023

Fieldwork Day: Monday, 6th March, 2023

Final Panel Day: Tuesday, 14th March, 2023

Strategic Plan 2022-2026

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1. Public section

1.1 School Context	
Location and history	Essendon North Primary School is in the north-western suburbs of Melbourne and is located within the Moonee Valley Council. The school is approximately twelve kilometres from the Melbourne Central Business District. It was founded in 1920 and is located in Wurundjeri Woi Wurrung Country.
School facilities	The school facilities include four permanent buildings and a number of portable classrooms. The main building accommodates the administration area, which connects to thirteen general purpose classrooms. There is a permanent two story building, which contains two classrooms and additional staff spaces. In addition, there is a performing arts hall and a separate gymnasium building, which includes a kitchen, library and general purpose spaces. There are sixteen general purpose classrooms in portable buildings. The external grounds include designated playground spaces, an oval, basketball court and a communal quadrangle.
Enrolments	Enrolments at the time of the review were approximately 610 students. Over the past four years, enrolments had decreased by 50 students.
SFO and SFOE	The Student Family Occupation (SFO) index is 0.1640 in 2023.
Staff profile	The staffing profile of Essendon North Primary School was 36 full time equivalent teachers, which included the principal and one assistant principal. The school had 10.4 Education Support (ES) fulltime equivalent staff, which included three office administration staff, an 0.6 Attendance and Enrolment Officer and an 0.8 First Aide Officer.
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs.
Additional information	The school has been a part of the Victorian Professional Learning Communities (PLC) initiative since 2021 and provided an accredited Out of School Hours Care Program.

1.2 School and Community Highlights

Highlight 1

Title: Primary Years Programme (PYP)

FISO2.0 Core Element: *Teaching and Learning*

Essendon North Primary School was an authorised International Baccalaureate (IB) World School, delivering the Primary Years Programme (PYP) from Foundation to Year 6. The PYP aimed to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The IB mission was reflected in the school's vision and the values, highlighting an emphasis on global citizenship, international mindedness and high expectations. The PYP was inquiry-based and provided a curriculum framework for all of the core learning areas of the Victorian Curriculum, including the personal, social, ethical and intercultural capabilities. The school was awarded accreditation by the Council of International Schools (CIS) in 2015 and was authorised as an IB world school in 2016. In 2021, ENPS undertook a joint CIS and IB PYP five year accreditation and evaluation. The school received an outstanding review, which also provided feedback and directions for continual improvement. The School Review Panel observed and discussed the planning and teaching of the Programme of Inquiry, as evidence of PYP implementation, and agreed that the programme was a school highlight due to the level of student engagement and achievement.

Highlight 2

Title: Literacy Teaching Development

FISO2.0 Core Element: *Leadership*

Over the strategic plan period, the school had maintained a continual focus on improved literacy teaching, despite the disruption caused by COVID – 19. The Panel heard how the school's leadership team focused on supporting teachers to rigorously implement the school's instructional models for literacy, including during remote learning. The school's instructional leadership supported staff to improve their literacy instruction through professional learning and involvement in the Professional Learning Communities' cycles of inquiry. The Panel noted the improved writing results in 2021 and heard about the two year focus on improving writing, which enabled consistent teaching practices. Teachers' feedback highlighted how their focus on moderation of writing and use of assessment had informed their planning. Strong School Staff Survey results for Instructional leadership, which exceeded that of Similar Schools, led the Panel to agree that instructional leadership had been a catalyst for literacy improvement. The Panel agreed improved literacy teaching had been a highlight for the school.

Highlight 3

Title: Student Wellbeing

FISO2.0 Core Element: *Support*

The school implemented a range of wellbeing structures that reflected their vision, values and culture and which were responsive to students' needs throughout the Strategic Plan period and the COVID-19 pandemic. A priority on maintaining home and school partnerships was reflected in the school's engagement of students at risk in onsite learning during periods of school closures. School-wide connections were further enhanced through virtual camps, personalised letters and phone calls to students and whole school assemblies. Imperative to strengthening the student wellbeing initiatives was the implementation of consistent school-wide behaviour management processes. A Wellbeing Team was established to oversee additional initiatives, such as Respectful Relationships and a resilience program. Professional learning, parent education sessions, student diaries and wellbeing journals were implemented to support all staff, students and the community throughout the pandemic. Introduction of a Student Wellbeing Action and Technology Team to support student voice and weekly Personal and Social Learning time were further evidence of the school-wide strategic commitment to wellbeing. The Panel agreed that the range of programs and strategies to enhance students' wellbeing over the strategic plan period had been proactive and therefore was considered a community highlight.

1.3 Summary of Key Review Findings

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

SSP Goal 1:

The 2018 – 2022 School Strategic Plan for Essendon North Primary School set a goal to enhance student engagement with learning. The Panel found that the school partially met this goal, with two targets partially met and one target met.

SSP Goal 2:

The second goal was to improve student learning outcomes. The Panel found the school partially met this goal, with two targets partially met and one target met.

SSP Goal 3:

The third goal was to enhance student wellbeing. The Panel found the school partially met this goal, with two targets partially met and the final target met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent is the learning differentiated to enhance students' engagement?

The Panel concluded that there was evidence of the learning being differentiated through the use of the school's instructional models and the Professional Learning Communities' (PLC) planning practices. The Panel agreed that the school could further enhance student engagement by strengthening the differentiated learning challenge for all students, particularly for those achieving at or above expected level.

Terms of Reference Focus Question 2: How does the teaching enable students' to having agency in their learning?

The Panel found some evidence of students having agency in their learning through elements of the instructional models, such as the Explore element in mathematics. The Panel acknowledged that the need to focus on literacy and numeracy instruction and wellbeing during the pandemic period had impeded the school's plans to focus on further developing student agency.

Terms of Reference Focus Question 3: To what extent are current programs and practices optimising students' health and wellbeing?

It was evident to the Panel that the school had enhanced and implemented a range of programs and practices as a response to best supporting students, staff and the community throughout the pandemic period. This included the introduction of programs and school-wide approaches focused on optimising students' health and wellbeing.

1.4 Summary of Key Directions for the next School Strategic Plan

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- the school's instructional models
- assessment to inform differentiation
- PLC inquiry model
- student agency
- use of High Impact Teaching Strategies
- Personal and Social Capabilities
- Student wellbeing.