

School Review Report for School Community

Strathfieldsaye Primary School 1211

NWVR

Validation Day: April 17, 2024

Fieldwork Day/s: April 23, 2024

Final Panel Day: April 24, 2024

Strategic Plan 2020-2024

School Principal	Name: Cindi Bruechert Email address: Cindi.Bruechert@education.vic.gov.au
School Council President	Name: Kim Kohlman Email address: kimberley.kohlman@gmail.com
Senior Education Improvement Leader	Name: Damien Jenkyn Email address: Damien.Jenkyn@education.vic.gov.au
School Reviewer	Name: Dr John Hunter Review Company: PhillipsKPA Email address: john.hunter@education.vic.gov.au
Challenge Partner 1	Name: Francis Trezise Email address: Francis.Trezise@education.vic.gov.au
Challenge Partner 2	Name: Amy Dewar Email address: Amy.Dewar@education.vic.gov.au

Review Report template last updated: 13/1/2023

© State of Victoria (Department of Education) 2023



The copyright in this document is provided under a Creative Commons Attribution 4.0 International licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education and Training), indicate if changes were made and comply with the other licence terms, see: [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

The licence does not apply to:

- any images, photographs, trademarks or branding, including the Victorian Government logo and the DET logo; and
- content supplied by third parties.

Copyright queries may be directed to copyright@education.vic.gov.au

Contents

1.1 School profile	3
1.2 School and community highlights	4
1.3 Summary of key review findings	5
1.4 Summary of areas of focus for the next School Strategic Plan	6

Review Report template last updated: 08/02/2024

© State of Victoria (Department of Education) 2023



The copyright in this document is provided under a Creative Commons Attribution 4.0 International licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education and Training), indicate if changes were made and comply with the other licence terms, see: [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/)

The licence does not apply to:

- any images, photographs, trademarks or branding, including the Victorian Government logo and the DET logo; and
- content supplied by third parties.

Copyright queries may be directed to copyright@education.vic.gov.au

1.1 School profile

This section provides brief context and is the school's own commentary from their pre-review self-evaluation (PRSE).

At Strathfieldsaye Primary School our vision is to empower everyone to learn and grow in an inclusive community. Our values of caring, optimism, respect, and excellence drive our actions, behaviour, and attitudes – they are the 'core' of who we are. They help us to be our very best. Our intention over the 2020-2024 Strategic Plan period is to enable all students to experience improved learning growth and achievement in Literacy; to develop whole-school approaches to activating student leadership, voice, and agency in learning; and to enhance student wellbeing through a focus on positive relationships, student resilience, and individual efficacy. This will be achieved through the implementation of effective teaching practices and through the development of strong partnerships across the school community.

Our student enrolment at the beginning of 2023 was 553 students and our workforce composition of 81 staff was made up of 3 principal class (principal and 2 assistant principals), 2 learning specialists (literacy learning specialist and wellbeing learning specialist), 48 teaching class (34 x classroom teacher 2 and 14 x classroom teacher 1), 4 teaching support staff (administration team), 19 integration aides, 1 canteen manager, 1 it support staff (1 det employee), 2 maintenance staff and 1 chaplain.

Strathfieldsaye Primary School is situated in the suburb of Strathfieldsaye on the eastern outskirts of the City of Greater Bendigo in Central Victoria. At the start of 2024, our School Family Occupation Index was 0.2540 and our School Family Occupation and Education Index was 0.2385. Our families reflect the diversity of the socio-economic profile of our local community.

Our school values underpin the work, relationships and directions of our school and they reflect our aspirations for our students. We believe that a close working relationship between the school and its families ensures the best social, physical, emotional and academic outcomes for every student. The wellbeing of each student is enhanced through our School-Wide Positive Behaviour Support (SWPBS) Program and Respectful Relationships Initiatives and our multi-aged Happy Active Healthy Hour sessions.

Our school's Strategic Plan and its vision and values are aligned with the Victorian Curriculum and the Department of Education's High Impact Teaching Strategies and High Impact Wellbeing Strategies. The learning areas and capabilities that are promoted throughout the school curriculum guide the development of student learning experiences, curriculum documentation, and effective assessment and reporting practices. They assist students in building individual ownership of their learning and help them develop a strong commitment to community action and social awareness.

Implementation of the High Impact Teaching and Wellbeing Strategies ensures consistent and effective teacher practice throughout the school, in a context of high expectations with a focus on personalised learning objectives and success criteria. The school is ultimately committed to providing a calm, orderly and inclusive learning environment and an innovative and engaging curriculum that offers the best learning experiences for all students.

1.2 School and community highlights

Highlight 1

Title: 150th Anniversary Celebrations

The school celebrated its 150th anniversary in 2023 with a series of events.

A ceremony in March highlighted the school's history and its impact on the local community in the last 150 years. A time capsule buried by students and teachers in 1998 was dug up and provided a glimpse into life at the school 25 years ago. A range of events were held including:

- an exhibition featuring photos, artifacts, and stories from past students and staff
- unveiling of a 150th mural (which the panel observed) created by Year 6 students under the guidance of the school's art teacher and a local artist
- a special visit by the local member.

These events brought together past and present members of the school community and highlighted the bonds that were formed over the years, and the legacy of the school in the Strathfieldsaye community.

The parent representative and the school council president were able to validate this highlight for the panel.

Highlight 2

Title: Increased Community Engagement

Following the social challenges of COVID, the school made significant efforts to increase community engagement through a variety of initiatives. The parent representative and the school council president were able to validate this highlight.

One key approach was a number of community events, including community fairs, arts festivals, open days, community markets and cultural celebrations. These events were very well attended by parents and carers and the local community.

The school developed partnerships with local businesses and community groups. This led to collaborative projects such as the creation of several murals and initiatives such as the DASH (Dynamic, Active, Safe, Healthy) program to increase student wellbeing and improve community connectedness. The school also implemented programs to actively involve parents in their child's education, such as regular student learning conferences, workshops, and volunteering opportunities.

Community service projects were another focus, with students participating in activities including tree planting and fundraising for local charities. These projects helped students develop a sense of civic responsibility and strengthened community ties.

The school sought community input on important decisions, such as school policies and programs, to ensure that the school's actions aligned with the needs and values of the community. This fostered a stronger sense of belonging and mutual support between the school and its community.

Highlight 3

Title: Infrastructure Upgrades

The school undertook several infrastructure upgrades including renovation and repairs to several classrooms, asbestos removal, re-roofing and a new specialist learning hub. Furniture and learning resources were also purchased to support teaching and learning.

Playground upgrades provided students with safe and enjoyable outdoor spaces. New playground equipment, resurfacing of undercover basketball courts, new basketball rings and landscaping upgrades were part of this upgrade. The panel saw a number of murals created by students as part of these improvements.

New technology including a new IT server, interactive televisions, computers and classroom tablets were purchased. This enhanced teaching and learning opportunities and provided students with access to new digital resources to support their learning.

The school also made improvements to staff facilities including new staff room furniture and the creation of additional meeting rooms and office spaces.

1.3 Summary of key review findings

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

SSP Goal 1	The 2020-2024 SSP for Strathfieldsaye Primary School set a goal to improve growth and achievement for all students in literacy. The panel found that the school had partially met this goal, with one target partially met, one target not met and one target no longer relevant.
SSP Goal 2	The second goal was to improve student leadership, voice and agency in learning. The panel found that the school had not met this goal with the three targets not met.
SSP Goal 3	The third goal was to improve the wellbeing of all students. The panel found that the school had not met this goal with both targets not met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent are differentiated planning and teaching practices evident in classrooms?

The panel concluded that planning for differentiation was in place for numeracy but not for literacy. Reading and writing groups were in place and there was some differentiation in small group instruction but there were some instances with limited differentiation evident.

Terms of Reference Focus Question 2: To what extent are current wellbeing practices influencing the school climate?

The panel found that the current wellbeing practices were influencing the school climate with teachers and parents supporting this view. The panel noted that there was a need to continue to refine and embed these practices.

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, with a focus on improving differentiation
- Student agency
- Student wellbeing