

# 1. Public section

## 1.1 SCHOOL CONTEXT

<b>Location and history</b>	Edi Upper Primary School is located in the Rural City of Wangaratta municipal area, approximately 43km south of Wangaratta. The school is 288 kilometers from the Melbourne Central Business District.
<b>School facilities</b>	The school has a main building with three classrooms, class kitchen, staffroom and office administration area. Grounds include grassed areas and playground equipment and vegetable garden area. There is a multipurpose sensory garden with plants, water pipes, a sand play area, outdoor musical instruments and seating areas.
<b>Enrolments</b>	Enrolments at the time of the review were approximately 8 students. Over the past four years, enrolments decreased by 20 students.
<b>SFO and SFOE</b>	The Student Family Occupation (SFO) category was 0.42 in 2019 and the Student Family Occupation Education (SFOE) index was 0.36 in 2019.
<b>Staff profile</b>	The staffing profile of Edi Upper School includes a principal, 0.4 full time equivalent teachers (FTE), 0.8 FTE Education Support (ES) staff and 0.2 office full time equivalent business manager.
<b>Curriculum</b>	The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. The school receives services from the Mobile Art and Craft (MAAC) Van and Mobile Area Resource Centre (MARC) Van. The language taught is Italian.
<b>Additional information</b>	The School is a member of the King Valley Education Cluster. The school hosts classes from cluster schools as part of the Kitchen Garden program.

## 1.2 SCHOOL & COMMUNITY HIGHLIGHTS

### Highlight 1

**Title: Student Engagement programs**

**FISO dimension: Health and wellbeing**

The Panel found that a key school community highlight was student engagement, resilience and connection

From 2017-2019, the school was able to be split into smaller groups to participate in the King Valley Cluster Schools (KVCS) camps and excursion activities. Most activities required whole class planning and preparation, using school activities to aid this preparation, for example, cooking meals for camps as part of the kitchen garden program.

Activities included:

\*Year 6 sailing camp in Rye with the KVCS

\*Year 3/4 Outdoor Education Camp at 15 Mile Creek Camp with the KVCS

\*Year 3-6 Bike Ride over three days

\*Year 1/2 camp with students from the KVCS

\*Year 4-6 Ski camp over 4 days at Falls Creek with the KVCS

\*Year 3-6 Canberra and Sovereign Hill week long camps

During 2020, in the middle of COVID-19 restrictions and lower school numbers, the school was still able to go on whole school excursions, an overnight camp and online incursions. The school's focus during 2020 was to develop resilience and confidence and to care for and support each other.

In 2020 the activities the school participated in included:

\*Year 6 Sailing Camp with the KVCS

\*Day excursion to Benalla

\*Day excursion to Outdoor School Camp (15 Mile Creek)

\*Day excursion to Beechworth

\*Overnight camp to Bright

\*Online Science incursion

\*Online author workshops with KVCS

\*Online Indigenous Dance workshops with Bangarra and Sani Townson

\*Four tennis coaching sessions at Edi Upper tennis courts

\*Six swimming sessions in Wangaratta

\*Big Day out excursion to Wangaratta

Edi Upper Primary School's camps and excursion program led to greater bonding between students, as well as learning new skills and giving them experiences they may not otherwise have. This led to student engagement with learning and was a highlight for the school community.

This highlight was endorsed by the Panel through parent and student forums and staff interviews.

### Highlight 2

**Title: Student Voice - Recycle Action Plan and Fun Friday activities**

**FISO dimension: Empowering students and building school pride**

The Panel found that a key school community highlight was activating student voice.

At the beginning of the 2020 school year, Year 3-6 students joined with other King Valley Cluster Schools to participate in a Sustainability and Recycle workshop. On their return to school, the students held a student meeting and relayed the information they had learned and taught the other students how to make a recycled bag.

They discussed ways they could make the school more sustainable for the future and developed an action plan to implement throughout the year (such as a weekly rubbish pickup time). They presented their ideas to the school staff and this was implemented during Term 1 2020; however due to disruptions in the school year it was put on hold until implemented in Term 1 2021.

The students also developed a 'Fun Friday' each week where the students ran an activity for the whole school to enjoy at lunch time. Some examples of the activities included making lava lamps, piñata, playing games and craft activities. This weekly activity was student driven and they developed their ideas with a partner. Once the students were back onsite after remote learning in 2020, they continued this each Friday.

This highlight was endorsed by the Panel through parent and student forums and staff interviews.

## 1.3 SUMMARY OF KEY REVIEW FINDINGS

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

#### SSP Goal 1:

The 2017-20 School Strategic Plan for Edi Upper Primary School set a goal to increase parent and community partnerships to achieve the school's vision. The Panel found that the school partially met this goal, with the two targets partially achieved.

#### SSP Goal 2:

The second goal was to improve student growth in literacy and numeracy. The Panel found that the school partially met this goal, with the two targets partially achieved.

#### SSP Goal 3:

The third goal was to improve the school's capacity to function as a strategic organisation. The Panel found that the school did not achieve this goal, with the two targets not met.

### Findings against the Terms of Reference Focus Questions

**Terms of Reference Focus Question 1:** To what extent does the school's curriculum planning and teaching support student learning and growth?

The Panel concluded that a whole-school instructional model was in place and that the school had curriculum documentation in place based on the Victorian Curriculum. They found there was a focus on Reading and Mathematics, but that the time allocations for both were impacted by the wide range of curriculum programs offered by the school.

**Terms of Reference Focus Question 2:** To what extent does assessment of student learning inform curriculum planning and is used to evaluate the impact of programs on learning?

The Panel found that the school's assessment schedule was comprehensive and provided different levels of assessment for year F-2 and Years 5-6. The Panel found that there was comprehensive assessment of reading, but assessment of writing and mathematics were not fully aligned with Victorian Curriculum standards.

**Terms of Reference Focus Question 3:** To what extent does the school build community partnerships?

The Panel found that the school had built partnerships with parents over the review period, with a strengthening during the remote and flexible learning periods of 2020. The school's partnership with the King Valley Schools' Cluster was beneficial to student learning and social engagement and to staff professional learning. However, the Panel found a need for better strategies to gain parent feedback, improved parent, teacher and student communication and additional training for the school council.

## 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:

- To improve student learning achievement and growth.
- To improve student engagement and wellbeing.

