

## **2. Peer Review Report Summary (to be published on school's website)**

### **Executive Summary**

#### **2. 1 School Context**

Rosanna Golf Links Primary School is situated within an established residential area, within the metropolitan City of Banyule. The school is located on an expansive site adjacent to a unique housing estate and native parklands, the legacy of reclaimed golf links. The school continues to plant indigenous trees.

The school opened in 1957 and has a current enrolment in the range of 500-600 mainstream students and 27 Deaf Facility students, arranged in multi-age classes. The suburb is currently undergoing regeneration and many young families moving in, with a Student Family Occupation and Education index of 0.183. The school staffing profile in 2016 includes: two Principal Class; two Leading Teachers (Teaching and Learning Coach and Deaf Facility Coordinator); 33.2 full time teaching staff, including 5.4 Teachers of the Deaf; and 8.2 non-teaching staff. A structure of leadership teams, involving all staff, is aligned to the implementation of the School Strategic Plan.

The school is currently undergoing a major 6.38 million capital works project. At the conclusion of the project classrooms will be situated in three main buildings and five Modular 5 double relocatable classrooms. This will be complemented by the school hall, art room, performing arts complex and a school funded science and environmental centre. The school is fully networked with 21st Century learning tools in all classrooms, including use of laptops, iPads, and Promethean Interactive Whiteboards, purchased with locally raised funds.

Students access a range of active and passive play areas including basketball, netball and bat-tennis courts; shaded play equipment; shaded seating areas; and two ovals. A range of student initiated lunchtime clubs are offered.

The school philosophy focuses on all students being provided with opportunities to succeed, with an emphasis on the development of Literacy, Numeracy, Sustainability and Information and Communication Technology (ICT) competencies. The school has specialist staff in Physical education, Science, Visual Arts and Music. All staff are preparing for the introduction of the Victorian Curriculum.

The mainstream educational program enables inclusion of students with a hearing impairment and trained teachers of the deaf work alongside other teachers in planning and curriculum delivery, utilising current technology, and is a regional focus for this field of education.

The school has established links with community organisations to extend learning opportunities beyond the classroom and to provide in school support for student wellbeing.

Parents have a range of opportunities to be involved in the school including membership of School Council, its seven sub-committees, Parent Teachers and Friends Association or Band support group. Parent involvement is encouraged to support both curricular and extra-curricular programs and in learning at home approaches.

The school is focused upon implementation of the Framework for Improving Student Outcomes, pursuing the four priority areas and six initiatives.

#### **2.2 Summary of the School's Performance**

##### **2.2.1 The School's Performance against the Previous Strategic Plan**

The School Strategic Plan 2013-2016 identified goals for improvement in student achievement, engagement and wellbeing outcomes, underpinned by the targeting of human, financial, physical and technological resourcing.

A student achievement goal was focussed upon improving student Literacy and Numeracy outcomes. Targets were set for assessment of outcomes through internal (teacher judgements against the Australian Curriculum/Victorian Essential Learning Standards) and external measures (National Assessment Program – Literacy and Numeracy).

The Government School Performance Summary indicates that English and Mathematics achievement levels are 'similar' to what would be estimated given the background characteristics of the students.

The student outcomes for English showed strength in Reading and Spelling, whilst Writing outcomes did not reach targeted levels.

Student learning growth from Year 3 to Year 5 was stronger in Literacy being above the state mean, whilst Numeracy outcomes did not show the same level of differentiated growth. The majority of students achieved medium learning gain.

The target that all students with Individual Learning Plans (Program for Students with Disabilities) would show satisfactory achievement for learning goals in English, Mathematics and Personal and Social Development was achieved.

The second student achievement goal focussed upon students becoming curious, more proactive learners and responsible global citizens, which aligns with a key element of the student engagement goal to create a student centred learning environment to engage students in their learning.

The Government School Performance Summary indicator for engagement is the average number of student absence days. The average attendance rate from Foundation (Prep) to Year 6 was 92 percent in 2015, however the absent rate is deemed greater than would be estimated given the background characteristics of the students.

The student wellbeing goal proposed a link between improving student engagement approaches with the building of student morale.

The Government School Performance Summary indicators for student wellbeing are connectedness to school and student perceptions of safety, derived from the Student Attitudes to School Survey of Year 5 and Year 6 students. The four year average for both elements is deemed similar to what would be estimated given the background characteristics of the students.

School analysis of the 2016 survey scores show differing gender perceptions: boys having a more positive view of Teaching and Learning and Wellbeing factors and girls having a more positive perception of Student Relationship factors, except for connectedness to peers. Hence, the target for all variables was not reached.

The school also trialled student surveys from Year 1 to Year 6 to gather data on Student Morale and Teacher Empathy, with average scores of above 3 and above 4 recorded on a 5 point scale.

The School Staff Survey indicates growth from 2014 to 2015 in the overall scores for Professional Learning variables and for School Climate. The 2015 score for Collective efficacy is in the upper 25 percent of schools, whilst Collective focus on student learning score is in the lower 25 per cent of schools.

The Parent Opinion Survey showed growth in School Climate factors of School Improvement, Approachability and Parent Input, whilst the Homework factor showed an overall decline. Responses for student engagement variables remained steady for 2013-2015, except for a decline in student motivation and student behaviour.

In the previous strategic plan the school also focused upon improving transition for students into, through and beyond their primary education years. Reflection on outcomes resulted in the introduction of the Whole School Transition Program 'Step-Up to 2017', with activities aimed at building high expectations, and authentic relationships between students and students, also between students and teachers.

The 2016 Annual improvement Plan has a key improvement strategy to investigate processes to gather and enhance greater impact of student voice and opinion. The importance and value of leadership roles throughout the school, including formal positions and classroom opportunities, was affirmed through student and community feedback.

The school productivity goal was to align human, physical and financial resources to underpin the implementation of key strategies for improved student learning, engagement and wellbeing outcomes. This has been overseen by the school leadership and school council to ensure effective financial targeting and investment of government and locally raised funds.

### **2.2.2 Summary of considerations for the next Strategic Plan**

The review panel suggested goals in student achievement, engagement and wellbeing, to assist in setting directions for improvement in developing the School Strategic Plan (SSP) 2017 to 2020.

The comprehensive school evaluation identified areas of increased student performance in Literacy and Numeracy, and opportunities whereby outcomes can be further enhanced.

The panel proposed that student achievement goals continue the focus upon improving every students' achievement in Mathematics, and every students' achievement in English.

This focus being underpinned by key improvement strategies, to enhance current effective practices of:

- the whole school approach to differentiated teaching and learning, such that all students make at least one year level progress, and to increase the proportion of students making high relative learning gain from Year 3 to Year 5
- teacher learning and development to support consistency of curriculum delivery, detailed data analysis and effective moderation of teacher judgement of student learning outcomes
- student learning in contemporary mathematics contexts and problem solving through application of concepts and skills
- use of digital technologies to provide new tools for learning exploration and invention
- students developing as confident orators, respectful listeners, imaginative thinkers and versatile writers.

Student leadership development is fostered across the school, in classroom, playground and community contexts and the opportunity is now available for increased student voice to influence decisions about their learning.

The panel proposed a student engagement goal to increase student advocacy as active agents in shaping their learning.

This focus being underpinned by key improvement strategies, to increase effective practices which:

- create a collaborative learning environment that is responsive to student needs and aspirations
- expand student choice of learning goals, activities, duration and in opportunities to be challenged
- orient students towards their future through real life learning experiences in school community, local and global contexts.

Feedback from the school community consultation indicated that the school values of: Respect, Confidence, Responsibility, Curiosity and Honesty were embedded in the everyday practices and interactions, and that it is a collective responsibility to improve student outcomes.

Arising from the consultation is the proposal for a new school vision of 'Rosanna Golf Links Primary School is an inclusive, collaborative and supportive community-minded environment, where every individual's learning needs are valued and respected. We value positive, challenging and rich learning experiences which help to develop curious and resilient learners'. Accordingly, the panel suggested a student wellbeing goal to enhance students' capacity as curious, motivated, self-regulating and resilient learners.

This focus being underpinned by key improvement strategies, to:

- strengthen social and emotional learning approaches to build students' self-management and awareness, empathy and relationship skills
- extend the whole school focus upon curiosity and achievement by enabling students' to think explicitly about their learning and to evaluate and describe their progress
- foster student and parent awareness of belonging to a respectful, inclusive and safe school community.

### 2.2.3 Next steps

The school is actively preparing for its next stage of improvement, being focussed upon implementing the Framework for Improving Student Outcomes.

The established leadership structures will enable the involvement of all staff in implementing key strategies to progressively achieve improvement goals.

The school leadership and school council will continue to oversee alignment of human, financial, physical and technological resources with the directions of the new School Strategic Plan 2017- 2020.