

Peer Review Report – 2017 Cycle

Rangeview Primary School North Eastern Victoria Region

School number:	5431
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1. Peer Review Report Executive Summary (published on school's website)

1.1 School Context

Rangeview Primary School is in Mitcham in eastern metropolitan Melbourne. It is surrounded by established residential housing and enrolment is drawn from the local area.

The school's enrolment cap of 525 students was set in 2006. Student numbers have exceeded the cap and were close to the current enrolment of 581 for the Strategic Plan period (2014-17). The school has a growing number of students from a range of cultural backgrounds and currently 13% are from backgrounds with English as an additional language (EAL). There is a program for students with disabilities (PSD). There are 25 classes and most are structured as single level classes.

The school's facilities include a multi-purpose block which has a hall used for physical education and whole school activities, spaces for before and after school care, performing arts and instrumental music, and a teaching kitchen for student cooking. The 26 classrooms are housed in the original 1990's building and portable classrooms. During the review period, a group of portables was enclosed to create a Senior Hub with a central learning space. There is a specialist room for teaching Languages other than English (German), an open library space and a stand-alone information and technology centre. The grounds provide active and passive play areas and outdoor learning spaces. There is an oval, synthetic turf basketball/netball courts, play equipment and a vegetable garden and orchard. The grounds are used for the Years 3-4 Flora and Fauna program which includes gardening, cooking and environmental studies. Chickens roam and graze in the school grounds during the day.

The leadership profile of the school has a principal, an assistant principal and two leading teachers. There are 32.6 effective full-time (EFT) teaching staff and 5.3 (EFT) education support staff who provide administrative support, learning intervention and PSD support.

Learning programs are based on the Victorian Curriculum. Specialist programs are provided in Visual Arts, Performing Arts, Physical Education, library and German. An instrumental program, Junior and Senior choirs, band and dance troupe support the Performing Arts program. A focus on technology has led to each classroom being equipped with interactive whiteboards, flat-screen televisions and a range of hardware devices. There is a 1:1 iPad program for students. The school curriculum has a STEM (Science, Technology Engineering and Mathematics) program. Intervention programs support and extend students in literacy and numeracy.

Extra-curricular activities, lunch-time clubs and an excursion and camps program support and engage students in their learning. There are student leadership opportunities such as school and house captains, a Junior School Council, student voice leaders, buddies and peer mediators.

Opportunities for parent input in learning within classrooms and leading activities such as lunch-time clubs are offered.

1.2 Summary of the School's Performance

1.2.1 Summary of the School's Performance against the previous Strategic Plan

School performance was reported against the goals and targets in the School Strategic Plan (SSP) 2014-17.

Student achievement

The school had a goal to improve individual student achievement in literacy and numeracy and most performance targets were met.

The target to achieve increased percentages making high learning growth from Year 3 to 5 on the National Assessment Program – Literacy and Numeracy (NAPLAN) was achieved for all learning areas. High growth was achieved by 41% of students in 2016 for numeracy, 27% for reading, 36% for writing, 39% for grammar and punctuation and 27% for spelling. High growth was well above schools with a similar enrolment and student background profile for numeracy, above for writing and similar for reading. The target to reduce low growth was achieved for reading, spelling, grammar and punctuation but not for numeracy (16%) and writing (29%).

A further NAPLAN target to exceed State means was met in each year of the strategic plan. Teacher judgements for each year level against the Victorian standards also exceeded State means.

The target for 40% of students Foundation to Year 6 (F-6) to achieve above expected levels on the Victorian Essential Learning Standards (scores of A and B) was achieved. There was 70% for reading, 50% for writing, 62% for measurement and geometry, 58% for number and algebra and 61% for statistics and probability that achieved above the expected levels.

Staff survey targets were not met. Progress was made towards the target to improve staff opinion of school support for professional learning to 74% with 60% endorsement. The factor for academic emphasis improved (69%) but did not reach the target of 72%.

Student engagement

Progress towards the goal to strengthen student engagement with their learning was made but survey targets were not met. Teaching and learning factors on the Student Survey were below the State average except for stimulating learning which was above. Staff survey targets for teacher collaboration and collective focus on student learning showed improvement but also did not meet the set targets. Collaboration was positively endorsed by 61% of staff and collective focus on student learning by 88.5%.

Student wellbeing

The goal to improve student connectedness to their peers and school was demonstrated by school surveys and feedback from focus groups with students. The Student Survey targets for student relationship and wellbeing factors were not met and improvement was not demonstrated over the period. The target to improve averages for positive responses to the Parent Opinion Survey factors of school connectedness, social skills and behaviour management showed yearly variation. Overall 2016 averages had not improved from 2013.

Productivity

The goal to improve communication throughout the school community was partially achieved. The Staff Survey factors for trust in colleagues improved to 79% but did not achieve the target of 82%. Parent Opinion Survey targets for approachability and school improvement did not improve and the target was not met. The target for 85% of parents to recommend the school was well achieved with 100% of the 72 respondents recommending the school from somewhat to most likely.

1.2.2 Summary of main findings and considerations for the next Strategic Plan

The review panel considered the school had made progress with the priorities aligned to the State's school improvement plan, the Framework for Improving Student Outcomes (FISO).

There was on-going professional learning for staff over the Strategic Plan with a focus on training leaders to support and coach staff. This was evident for embedding the New Pedagogies for Deep Learning (NPDL) which focussed on the use of technology and thinking skills and Mathematics. As a result, student learning growth and achievements above expected levels improved, particularly in Mathematics. Curriculum planning was aligned to the Victorian Curriculum in English and Mathematics and agreed approaches to teaching and learning in reading and spelling enabled consistent teaching and learning in these learning areas. Assessment strategies were evaluated and further refinement enabled greater whole school precision in tracking individual student progress. An integrated two-year planner was documented to ensure all learning areas in the Victorian Curriculum

were taught. A whole school inquiry focus on STEM enabled student involvement in real life problem solving experiences. The school community was involved in reviewing the school values and four values were agreed and reinforced with students through assembly awards and class programs. A framework for student wellbeing and school community support was introduced which, together with a range of supporting programs, enabled support for students and families and building a positive climate for learning.

Considerations for the next Strategic Plan were discussed by the panel for improving student achievement, engagement and wellbeing. Suggestions were aligned to FISO.

A goal to maximise learning growth for every student across the curriculum was suggested by the panel. To achieve the goal the panel recommended prioritising time for professional learning teams to meet at each level for student data analysis, planning learning to meet each student's learning needs and reflection and evaluation of teaching and learning. The FISO dimensions, building practice excellence and developing instructional and shared leadership, were suggested for focus. Building teacher skills in using high-impact teaching strategies and developing instructional leadership capacity and strengthening feedback processes on teaching practices were proposed.

A goal to develop student agency and understanding of themselves as learners was suggested by the panel. Strategies to achieve the goal included building student agency in learning. Actions could include student goal setting, co-planning curriculum with teachers and other students, self-assessing their own work against criteria, having choice in what and how they learned and reflecting on their learning. Further strategies proposed included embedding 21st century skills and the Victorian Curriculum Capabilities (critical and creative thinking, ethical, intercultural, personal and social). Building on the work in designing and implementing the whole school inquiry curriculum was suggested.

To enhance wellbeing a goal to foster an inclusive and respectful culture that celebrates diversity was proposed. To achieve the goal the panel suggested embedding a whole school community approach to a positive learning climate. If students' understanding of the world and their place in it as global citizens is deepened then inclusion and a respectful culture will be fostered.

