



Peer Review Report Summary

Executive Summary

In 2015 Rosanna Primary School participated in a four-yearly review. The review process is part of DET accountability measures and involved a self-evaluation, reflection on the goals and targets of the previous strategic plan and a rigorous panel review of the school data. An external reviewer was engaged to facilitate the process and document the review report. Please find below the executive summary of this report which will give our community details of the findings of the review. This report will guide the development of the school's strategic plan for the next four years, 2016-2019.

2. 1 School Context

Rosanna Primary School was established in 1940 on a site with views across the Yarra River flats to the Dandenong Ranges and is surrounded by residential properties and the Rosanna Parklands. Enrolments are drawn from a wide area bounded by Heidelberg, the Darebin Creek and as far away as Watsonia and Thomastown. The site is split on either side of Bellevue Avenue and there are five separate buildings ranging from the original 1940 school rooms which have been extended to form the main administration building to the new Building the Education Revolution classrooms added in 2011. The yard is heavily treed with generous play spaces including a flat green 'oval' on the east side of Bellevue Ave. The current school enrolment is 344 which has gradually increased from 310 in 2011. This trend is expected to continue for the next few years.

The Rosanna community demographic has continued to change over the past four years. The students come from diverse socio-economic and cultural backgrounds. The school's SFO (Student Family Occupation) index has changed from 0.2867 in 2010 to 0.3884 in 2015. There is a significant number of students with a Language Background other than English (LBOTE), an increase since 2011. The school enrolments also include indigenous students and students who receive additional funding as part of the Program for Students with Disabilities (PSD) or the Camps, Sports and Excursions Fund (CSEF). Despite this diversity, the school is in a higher socio-economic group than the state median which is SFO index 0.5139.

Since the end of 2013 there has been a significant change to the staffing profile at Rosanna, including a new Principal, Assistant Principal and Leading Teacher. The staffing profile ranges from very experienced teachers to graduates in their first years of teaching. There are currently 23 full time equivalent staff with an allocation of 1.2 staff to the intervention programs in English as an Additional Language (EAL) and Literacy Support.

Both historically and currently, Rosanna primary school has a strong community feel and parents and extended families have a meaningful connection with the school. Families participate in school life in many ways and the school is proactive and inclusive in encouraging involvement in school activities. The school has a strong Values program that operates for the whole school community and is based on building integrity through cooperation, excellence, respect, honesty and responsibility. There is a strong sense of caring amongst the students, staff and community.

The Prep-year 6 curriculum is based on AusVELS and aims to meet the individual needs of students, catering for those who require special assistance while fostering their special talents or interests.

There are fourteen classes made up of a mix of both straight and composite classes and class programs are enhanced by a specialist program which includes Visual Art, Music, Physical Education and Languages-Italian. The school offers opportunities for students to participate in private instrumental music lessons, chess club, after school sports programs and extension programs, all within the context of the school environment.

2.2 Summary of the School's Performance

2.2.1 The School's Performance against the Previous Strategic Plan

The performance of the school is considered in this report in relation to the 2012-2015 School Strategic Plan ("the Plan").

Achievement

The Plan included a focus on improving student learning outcomes in literacy and numeracy. Although not all students performed above the National minimum standards for NAPLAN as per the Plan's target, the percentage of students above the standard remained stable over the past five years, with the number of students performing below the standard decreasing over the same period. Similarly not all students advanced at least one VELS/AusVELS level each year over the period of the Plan; however, the number of students with less than one year's growth diminished and the number of students achieving more than one year's growth increased.

Engagement and Wellbeing

Goals in the Plan to improve student engagement and wellbeing related to improving the level of students' connectedness to school and motivation to learn. These goals were linked to targets measured by the Student Attitudes to School Survey and the Parent Opinion Survey. The school did not reach the targets set and although there has been a slight downward trend since 2011, there has been a general increase in scores across the board in 2015. Parent Opinion Survey data indicated a significant decrease in scores from 2013 – 2014 for school connectedness.

2.2.2 Summary of the considerations for the next Strategic Plan

Achievement

Students at the school have met or exceeded the expected rate of growth in their learning in the majority of the curriculum areas. The school is now looking at improving learning outcomes by investigating which students are making either low growth or high growth. The review panel found that this can be achieved through deep analysis of student data and constant reflection of the effectiveness and consistency of classroom practice. It was also found that professional learning and consistent teaching practices are an integral part of improving the rate of growth in students' learning at the school.

Engagement

The review panel found that while the level of engagement of students was positive there were opportunities to improve student engagement by allowing for more student voice and ownership of their learning. This would involve students having input into higher order questioning in the Inquiry units and teachers having high expectations for all students in all areas of the curriculum.

Wellbeing

The school has a number of initiatives currently operating to support student wellbeing and the panel felt a revision and refinement of the programs was needed. This would provide a more structured approach that addressed student needs at different levels across the school.

Productivity

The panel considered that the allocation of resources to support the effective structure of teams and provision of professional learning for staff were of vital importance for the school.

The panel also found that the school would benefit from allocating resources to maintain high performance growth, authentic relationships and high expectations.

2.2.3 Next steps

The review established that Rosanna Primary School has performed well over the period of the previous Strategic Plan and is well placed to continue to develop and maximise student learning. The next stage of improvement is for a whole school commitment to an agreed teaching and learning approach that continues to focus on high expectations as well as developing curious and self-motivated learners.