

2. Peer Review Report Executive Summary (published on school's website)

2.1 School Context

Rupanyup Primary School is located in the central Wimmera region in the shire of Yarriambiack, with the closest major town being Horsham, 45 kilometres distant. It is a feeder school for Murtoa College.

In 2016 the school has 51 students; this figure is expected to decline as fewer Foundation students will be enrolling in the future due to changing demographics in the town. There are 28 families in the school; 18 live in the township and 10 families live in from the outlying farming district. The children from families from farming districts travel to school by bus. The student family occupation (SFO) index of the school in 2016 was 0.56, with the state median of 0.51.

The school is staffed by the principal, who is also the Years 4-6 class teacher, two full time teachers, a part time teacher, a 0.6 business manager, a 0.1 teacher of Chinese language, and a 0.2 teacher's aide.

The school is set in large grounds that include a shaded climbing area and individual play spaces, and a landscaped garden and sport courts at the front of the school.

Adjacent to the school and within the school's responsibility is a shared community swimming pool. The pool is surrounded by a tall fence and is maintained by the school.

The main building of red brick was constructed in the 1920s. The school has had two additions over time: a freestanding learning technologies centre that houses the art room, and the youth hall that was relocated and refurbished in 2007. Within the main building the school has a well-patronised library and the Mobile Area Resource Centre (MARC) visits the school each fortnight to supplement library resources.

The youth hall is used by the community for a range of activities including Scouts and Girl Guides, and by the school for extra-curricular events.

The School Council assists with school operations and parents are involved in excursions, sporting events, fetes and concerts and community classes.

The Student Council is active in raising money for school events and charities. All Year 5 and 6 students are given leadership positions to foster the school values of integrity, perseverance, respect, responsibility and cooperation. Across all year levels, positive behaviours are promoted through the explicit teaching of the values.

Students participate in inter-school activities, including Year 6 student visits to the nearest secondary college as part of the transitions program, debating with other primary schools and involvement in sports and charities events.

2.2 Summary of the School's Performance

2.2.1 Summary of the School's Performance against the Previous Strategic Plan

The Rupanyup Primary School Strategic Plan 2013 – 2016 set three goals in Student learning, Student engagement and wellbeing and Student pathways and transitions. The review found that progress towards achieving these goals was evident but that some targets set to achieve these goals were not met.

Student learning

In relation to the goal for student learning, progress was shown in the National

Assessment Program Literacy and Numeracy (NAPLAN) results for Year 3. The review reported the strong performance and growth of students in numeracy, and strong performance and growth in grammar and punctuation. Of particular note was the significant relative growth in spelling achievement between 2014 and 2016, indicating positive outcomes of the spelling program adopted by the school. In reading the school was above the region and state averages. In writing the school was slightly under the region and state averages with little improvement between 2013 – 2016. In Year 3 numeracy the school continued to perform above the region and state averages. Analysis of NAPLAN progression to Year 5 showed moderate growth in grammar and punctuation over the two year period, taking the school above both the region and state averages of performance. Analysis of NAPLAN for Year 5 showed that in reading the school was slightly above the region and state averages in 2016, an area of growth when compared with 2014 achievement.

In Year 5 writing, the school was below the region and state averages, but there was slight improvement over the period 2014-2016.

In numeracy, Year 5 results showed fluctuation between 2014-2016, with the school slightly below the state average. In grammar and punctuation the school was below the state average in 2016, despite an above average performance in 2015. In spelling in 2016 there was an increase in the number of students performing in bands 5, 6 and 7 and the school was slightly above the state mean, showing significant improvement on 2014 results.

The panel found continued strong performance of students in reading across year levels.

Comparing AusVELS teacher judgments between 2014 and 2015, the panel found the expected level of growth across all year levels in the areas of English and mathematics. This met the target for improving outcomes for all students in literacy and numeracy.

Student engagement and wellbeing and Student pathways and transitions

In relation to the goal for student engagement and wellbeing, the panel found that some targets were not met. The school was below the state and region averages for the statewide Student Attitudes to School Survey (ASS) for classroom behaviour, connectedness to peers, student safety, school connectedness, stimulating learning, student motivation, teacher empathy and teacher effectiveness. These findings were not always consistent with panel observations of the school and school-generated student survey results, which showed a more positive outlook.

The panel observed the increase in participation in Parent Opinion responses, from 60 per cent in 2015 to 81.5 per cent in 2016, which met one of the targets. In terms of general satisfaction in the Parent Opinion survey, the school's performance was slightly below the state average, with an increase in the percentile factor from 15 per cent in 2015 to 24.5 per cent in 2016. There were areas of concern seen in the data in relation to student behaviour and consequences and communication between the school and its community. Again the panel noted the discrepancy between the survey data and the parents' written responses. There was a high level of satisfaction expressed by parents in the written responses to the 2016 opinion survey.

The school overall has a supportive school community that values the individual attention students receive, values the inter-school activities and the welcoming and caring environment that the school provides.

2.2.2 Summary of the considerations for the next Strategic Plan

Aligning the school's curriculum provision and assessment structures to the Victorian Curriculum

Panel consultations with students and parents identified gaps in curriculum provision. Specifically there was an expressed desire to see more science, arts and ICT on the timetable. The panel acknowledged the difficulty in resourcing appropriately trained personnel and the constraints operating in a small school context. However with the

implementation of the Victorian Curriculum in 2017, the school has the opportunity to redesign curriculum provision to align with the new two-year curriculum cycle to ensure coverage of all learning areas.

Reviewing the school's wellbeing and behaviour policies and procedures

The panel formed the view that there was a perception in the school community that behaviour management procedures were not being applied consistently. Data from the ASS and the Parent Opinion Survey supported the panel's conclusion that a review of the wellbeing and behaviour policies of the school would be beneficial. The panel suggested that behaviour management should be embedded within the whole-school wellbeing policy setting.

Developing and implementing a whole school communication policy and procedures

The panel received feedback that some levels of communication within the school community were not operating efficiently. This belief was apparent in the decrease in satisfaction ratings in the Parent Opinion Survey, specifically in the factors for school connectedness, behaviour management and parental input. It was the shared view of the panel that, allowing for the small data set, there was a perception of some in the school community that communication needs are not being addressed. The panel suggested that a redevelopment of the whole-school communication policy and procedures be undertaken.

2.2.3 Next steps

The panel's review of Rupanyup Primary School found that the school is committed to improving both academic and wellbeing student outcomes and has a well articulated plan for the future.