

School Review Report

2020 – 2023 Cycle



Rutherglen Primary School

School no. 0522

Region NEVR

Planning Day 6th February 2020

Validation Day 18th February 2020

Fieldwork Day 21st February 2020

Final Panel Day 25th February 2020

Strategic Plan 2016-19

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1. Public section

1.1 SCHOOL CONTEXT

Location and history	Rutherglen Primary School is located in the Indigo Shire, approximately 294 kilometres from the Melbourne Central Business District. The school was founded in 1873.
School facilities	<p>The school grounds include 9 classrooms, housed across both historic and new buildings. The school has a large undercover area for physical education. An historic Common School building is on the site.</p> <p>The grounds include playground equipment, a vegetable garden, synthetic surfaced courts and an oval. Play spaces include a large sand play area and a new native garden landscaped area.</p>
Enrolments	Enrolments at the time of the review were approximately 198 students. Over the past four years, enrolments decreased by 34 students.
SFO and SFOE	The Student Family Occupation and Education (SFOE) index in 2019 was 0.4066.
Staff profile	<p>The staffing profile for 2020 is 1 Principal class officer, 12 teachers with 2 of these being specialist teachers for Art/Physical Education and French.</p> <p>Education Support Staff comprises 1 Business Manager, Office Administrator 0.2 EFT, 1 Literacy Intervention Teacher, 4 Classroom ES staff and 1 cleaner.</p>
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs. The language provided is French.
Additional information	A before and after school care program is operated by Indigo North Health to provide support for parents/carers.

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: *Engaging with the Community*

FISO dimension: *Building communities*

The Panel found that a key school community highlight was engaging with the community:

The school's work on improving engagement with the school community included:

- The establishment of a school EXPO, held in Term 1 each year that involved all students and families engaging in the whole school learning model, with the school's expectations for learning and with the school's vision and values.
- Building the number and involvement of community volunteers who acted as role models, mentor, assist in programs and enhanced the skills and life experiences of students.
- The re-invigoration after a break of 14 years of a Spring Fair in 2017 and 2019. This brought a focus on bringing together the whole community, student involvement and raised \$10,000 and \$11,500 respectively. There was high parent participation and student-led activities, including The Young Entrepreneurs' Zone
- Building Pride in the school environment through term working bees, the renovation of the school entrance, including a mosaic centerpiece that was designed through consultation with all stakeholders and building a brick fundraising wall.
- The school's participation in numerous community events including ANZAC and Remembrance Days, hosting the Rutherglen Community Christmas Carols, Meals on Wheels, Elderly Citizens, making Christmas decorations for 'Light up Rutherglen', making the Christmas puddings each year for the Community Christmas lunch, Clean Up Australia Day and regularly hosting students from Rutherglen High School undertaking community service as part of their Future Makers Program.

The Parent Opinion Survey data showed positive growth in the factor of Parent Participation and Involvement from 86% in 2017 to 88% in 2019.

The Panel validated this highlight on the final Panel Day.

Highlight 2

Title: *Raising Student Voice and Leadership*

FISO dimension: *Empowering students and building school pride*

The Panel found that a key school community highlight was raising student voice and leadership :

The school's work on improving student voice and leadership included:

- The school developed processes for recognition and reward that included Pride of Rutherglen PS Awards given weekly at Assembly and published in newsletter. These were nominated and voted on by peers, as well as staff. Attendance Excellence Awards were also given to promote regular attendance.
- Student Leadership Teams replaced the Student Representative Council in 2018 with peer elected representatives from Years 2 to Year 6, developing leadership skills and opportunities to give voice across a range of matters within and beyond the school in the four areas of Student Voice, Health & Well-being, Community Connections and Fun & Fundraising.
- Active student voice was encouraged when reviewing Uniform and Well-being and Engagement Policies, particularly the behavior management component. The Student Attitudes to School Survey results were discussed each year with the Student Leadership Teams, as well as other focus groups to provide feedback on school successes, improvement and programs.
- A focus on feedback within the instruction model enabled students to articulate their success and areas for future growth. This was achieved through each class having a visual display and explicit understanding of the three learning zones: Learning, Practice and Comfort.
- School Assembly was prepared and led by School Captains with a number of other students preparing and presenting reports, information and promotion of events.

The Panel validated this highlight on the final Panel Day and in student forums with the student leadership teams and other students.

Highlight 3

Title: Improved Learning Outcomes in Numeracy

FISO dimension: Building practice excellence

The Panel found that a key school highlight was improved learning outcomes in numeracy:

The school's work on improving student learning in Mathematics included:

- Consistent practices across the school in teaching Mathematics which led to;
 - An agreed instructional model with greater consistency of teaching practice school-wide.
 - A deeper level of understanding of the Victorian Curriculum and a clear scope & sequence of learning in Mathematics.
 - Use of Learning Intentions and Success Criteria and feedback zones to support student's learning goals, and to monitor progress.
 - Analysis of student assessment data informed the direction of whole staff professional learning.
 - Introduction of a Professional Learning Community approach in 2019 with a Numeracy focus.
 - Use of consistent assessments and analysis of data to inform teaching and learning.
 - Tracking student growth in English and Mathematics using a whole school assessment schedule.
 - Development of Numeracy leaders' skills with a clear role to improve student results.
 - Appointment of a learning specialist to support staff in the teaching of Mathematics..
- These elements collectively produced positive growth in numeracy over the review period.
- Naplan Relative Growth in Year 5 Numeracy data showed an increase in students making high growth from 13% in 2016 to 44% in 2019 and a decrease in students making low growth from 44% in 2016 to 11% in 2019.

These highlights were validated by the Panel at the final Panel Day and through review of student learning data.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the SSP goals

SSP Goal 1:

The 2015–19 School Strategic Plan set a goal to create and embed a culture of high expectations with at least 60% of students achieving beyond expected levels by 2018. The Panel found that the school partially met this goal, with one target partially met and one target not met.

SSP Goal 2:

The second goal was to further develop the school's community where students and their families are actively involved in all aspects of learning. The Panel found the school did not meet this goal, with both targets not met.

SSP Goal 3:

The third goal was to enhance the capacity of students to cope with academic, social and emotional challenges in a resilient manner. The Panel found the school partially met this goal, with one target met and one partially met.

SSP Goal 4:

The fourth goal was to maximise the school's resources to ensure that whole school approaches are developed and implemented. The Panel found the school partially met this goal, with both targets partially met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent has the school embedded effective and consistent English and Mathematics curriculum programs and pedagogy?

The Panel found that the school had strong curriculum and teaching practices in place in the areas of Mathematics. The Panel found that the school had less developed curriculum and teaching practices in place in the areas of English.

Terms of Reference Focus Question 2: To what extent does the school meet the differentiated needs of students across the school?

The Panel found that the school had implemented improved approaches to meet student needs. Classroom observations and discussions with teachers indicated the effective use of grouping in English and Mathematics classes to differentiate the tasks to meet student needs. Students with disabilities were well-catered for with inclusive planning procedures in place.

Terms of Reference Focus Question 3: How effective was the school's student engagement and wellbeing program and approach in creating a safe learning environment for students and improving outcomes for students?

The Panel found the School Wellbeing and Engagement Policy contained positive strategies for promoting prosocial behaviour and attitude, as well as clear behaviour management approaches.

The Panel found that there was a need for further work on developing the school's values, expected behaviours, behaviour flowchart and systems for recognition and reward into an overall coordinated and monitored approach.

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:

- Improve student learning in English
- Improve student wellbeing and engagement.
- Improve student learning in Mathematics