# Department for Education External School Review

Partnerships, Schools and Preschools division

# Report for Roseworthy Primary School

Conducted in September 2021

# Review details

Our education system aspires to become the best in Australia by seeking growth for every student, in every class and in every school.

The purpose of the External School Review (ESR) is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in government schools.

The External School Review framework is referenced throughout all stages of the ESR process.

This report outlines aspects of the school's performance verified through the review process according to the framework. It does not document every aspect of the school's processes, programs and outcomes.

We acknowledge the support and cooperation provided by the staff and school community. While not all review processes, artefacts and comments are documented here, they have all been considered and contribute to the development and directions of this report.

This review was conducted by Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate and Tanja Antoun, Review Principal.

# Review Process

The following processes were used to gather evidence relevant to the lines of inquiry:

- Presentation from the Principal and leadership team

- Class visits

- Attendance at staff meeting

- Document analysis

- Discussions with:

    - Governing Council representatives

    - Leaders

    - Parent groups

    - School Services Officers (SSOs)

    - Student representatives

    - Teachers.

# School context

Roseworthy Primary School caters for students from reception to year 7. It is situated 56kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 202. Enrolment at the time of the previous review was 220. The local partnership is Goyder and Light.

The school has a 2020 ICSEA score of 1009 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 5% Aboriginal students, 9% students with disabilities, less than 6 students with English as an additional language or dialect (EALD) background and children/young people in care and 17% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the first year of his tenure, a Deputy in their 5th year of tenure, a Literacy Coordinator (0.4), a Writing Coach (0.2) and a Numeracy Coach (0.2).

There are 13 Teachers including 1 in the early years of their career and 8 Step 9 Teachers.

## The previous ESR or OTE directions were:

**Direction 1**   **Re-conceptualise, develop and enact school agreement about intellectual stretch within the narrative of challenging, higher order learning design for all students across all curricula.**

**Direction 2**   **Engage the community in the development of a common, articulated understanding about high student achievement across the curriculum to foster teacher empowerment in the allocation of higher grades to reflect quality student learning.**

**Direction 3**   **Extend and deepen students' agency in learning to ensure each one develops over time as both self-managing in learning, and academically aspirational.**

| What impact has the implementation of previous directions had on school improvement? |
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| Building consistency in practice has been a strength of the school since the previous review. Attention to leadership roles, programs, agreements, professional learning, data collection and analysis, as well as releasing teachers to collaboratively plan has been instrumental in supporting improvement. Task design providing opportunity for higher levels of learning and moderation processes, has been a focus of the school and partnership. Leaders describe a relentless priority in improving literacy and numeracy as the building blocks to all areas of learning. |
| Parent evenings in literacy and numeracy practice have modelled new learning and provided ideas for home support. Student awards have been redeveloped and clear communication about learning is sent home. Parents identify improved reporting practices and visibility for families about the learning in classrooms and the front office. School captains attend governing council meetings twice per year and there are opportunities for students to be involved in various competitions that challenge them. |

Redesigning student voice and leadership roles, developing growth mindset and implementing strategies that encourage students to be more independent in their learning, are in place with the intention of motivating students to become powerful learners. Common in all classrooms is the use of learning intentions, success criteria, feedback and tools for students to understand possible levels of achievement. Teachers support students to have and review goals. Deepening the use of these strategies across the curriculum to foster independent learners is ongoing work for the school.

# Lines of inquiry

## Effective school improvement planning

How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

The school improvement plan (SIP) has been collaboratively developed and monitored by clear review processes of data analysis and identifying gaps in student learning. Self-review processes which had been mostly leadership driven are now regular processes through staff meetings. In term 1 and term 3 staff discuss and record the actions and outcomes that have been achieved. Monitoring the SIP is a regular item on the leadership agenda and in term 2 leaders formally reflect on progress. At the end of the year, a whole-school reflective process, inclusive of most staff, reviews the year and re-sets the priorities for the coming year. SIP goals have high importance within the staff meeting agenda.

There is clear documentation of all school processes. Personal development plans (PDP) of staff are aligned to the work within the SIP with leaders observing teacher practice and providing explicit feedback. Programs are willingly provided to line managers and teachers value leaders' feedback. Professional learning is targeted for staff in expected practice and to maintain consistency across the school.

SIP priorities are supported through the work of professional learning communities (PLCs). In PLCs teachers analyse student data and collaboratively plan for the next steps in learning. Teachers are keen to improve their practice and feel supported through the PLC structure, from leaders and the gradual release coaching model. When year level based, PLCs tend to be a small number of teachers working together. It is important to ensure PLCs provide opportunity for deep critical conversation, for teachers to evaluate the impact of the strategies on student outcomes, to ensure refinement and greater effectiveness of teacher practice.

The current SIP identifies annual and biannual data to measure success. Teachers are still developing their understanding of the success criteria within the SIP and how they should be used to measure progress. Moderation tasks are commonly described as the process by which staff know their impact. There is opportunity in the next cycle of the SIP to identify more regular measures, for staff to know the impact of specific actions on student outcomes, to determine how to further improve the teaching and learning.

**Direction 1**     **Strengthen self-review processes by evaluating the impact of specific actions on student outcomes, to refine and embed the most effective practices across classrooms.**

## Effective teaching and student learning

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction?

Attention to task design, intellectual stretch and differentiated practice across literacy and numeracy, with clear expectation to broaden these skills across all curriculum areas, is intentional work. When students talk about their learning, they refer to their year level sheet work and describe stretch as doing the next sheet or a challenge task. Students gave a mixed response about whether they wanted more challenge in their work, while most parents report feeling well informed and happy with their child's learning at school.

Teachers are mindful about providing feedback to students to stretch their learning. Strategies such as '2 stars and a wish' are used in most classrooms. While there was little evidence of feedback in student's books, teachers and students report that both written and verbal feedback is used. Students report that feedback mostly occurred after learning and was used in future lessons. Students provided good examples of explicit feedback to move learning forward, as well as praise and correction. Reflection about the learning is developing particularly at the end of math lessons.

An online platform is used to collect data and make it readily accessible. An assessment schedule is in place to track student progress using main data sets over time. These data sets also inform intervention and stretch programs in literacy and numeracy. Teachers collaboratively plan at staff meetings, using student data and the backward design model. Not all learning areas have ongoing assessments identified to support teaching and planning. In writing, early years' teachers are beginning to use the Australian Curriculum Assessment and Reporting Authority progressions, while primary teachers use the NAPLAN writing marking guide. Rubrics are being developed across most learning areas to support students to understand how they can achieve a higher grade in their work.

Teachers who collect regular assessments in programs such as spelling are using this data to inform next steps in their teaching. Using regular data sets to inform daily teaching is inconsistent practice. Further developing the assessment schedule to include the collection of ongoing data in all areas of the curriculum will better skill teachers to differentiate the learning for students. Some teachers had difficulty describing how they use formative assessment during learning. Strengthening formative assessment practices during learning to provide 'just in time' feedback for ongoing stretch and challenge is essential work.

**Direction 2**     **Embed regular monitoring of student achievement and use learning progressions and formative assessment to provide explicit feedback to students during their learning.**

## Effective teaching and student learning

To what extent do teachers ensure that students have authentic influence in their learning?

Explicit teaching practice is identified by leaders and teachers as having significantly improved learning outcomes for students. There has been attention to developing growth mindset and implementing 'powerful learner' strategies, such as learning intentions, success criteria and goal setting. However, teachers continue to find that students are reliant on their direction and see opportunity to further develop more student talk and inquiry-based learning.

Learning intentions and success criteria are visible in all classrooms but there is variance on how they are used and the terminology to describe them. Having a consistent approach and common language will support students as they progress through year groups. A few classrooms have learning intentions and success criteria for all areas of learning, while others focus on English and math. Some teachers are currently exploring how to differentiate success criteria to meet the varied needs of learners and students in those classrooms can describe the input they have into what is referred to as '3-star work'. Older students can identify their achievement by rating themselves against these 3 levels of criteria and can therefore identify steps for further improvement.

Student goals are either teacher directed or selected from a list of options or self-chosen by the student. Using 3-star work criteria also provides a platform for some teachers to support students in goal setting. Students demonstrate little understanding of their progress in learning and self-chosen goals were often generalised statements such as reach a higher level in reading or to know times tables. Not all students understood how they would go about achieving their goal or how to know they had achieved it without teacher support.

Future work for the school will be in developing students as independent learners who are prepared for 'productive struggle' in learning to achieve greater outcomes. It is important for teachers to articulate with students what they know and what they need to know using learning progressions so that they develop this understanding. Using this information with explicit feedback that moves learning forward and success criteria that stretches individual learners will support students to set clear and timely learning goals that continuously challenge them. Building in opportunities for students to provide feedback to teachers about what would further support their learning, will continuously refine teacher practice.

**Direction 3**     **Enable students to direct their own learning, using assessment, feedback and high impact strategies for them to set, monitor and review explicit SMART goals across the curriculum.**

# Outcomes of the External School Review 2021

There is a strong philosophy of continuous improvement at Roseworthy Primary School. Staff, students and parents report improved consistency of practice across the school in recent years and a culture of high expectations. Clear, transparent and comprehensive planning and documentation ensures coherent implementation of the site's improvement agenda. Leaders and staff are dedicated professionals, truly collaborative and focused on the improvement work. Governing council highly commend the work of leaders and the quality of teaching and learning at the school.

The Principal will work with the Education Director to implement the following directions:

**Direction 1**    **Strengthen self-review processes by evaluating the impact of specific actions on student outcomes, to refine and embed the most effective practices across classrooms.**

**Direction 2**    **Embed regular monitoring of student achievement and use learning progressions and formative assessment to provide explicit feedback to students during their learning.**

**Direction 3**    **Enable students to direct their own learning, using assessment, feedback and high impact strategies for them to set, monitor and review explicit SMART goals across the curriculum.**

Based on the school's current performance, Roseworthy Primary School will be externally reviewed again in 2024.

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Governing Council Chairperson

# Appendix 1

## School performance overview

The External School Review process includes an analysis of school performance as measured against the Department for Education Standard of Educational Achievement (SEA).

**Reading**

In the early years reading progress is monitored against Running Records. In 2020 88% of year 1 and 88% of year 2 students demonstrated the expected achievement against the SEA.

Between 2018 and 2020 the trend for year 1 has been upwards from 62% to 88%.

In 2019 the reading results as measured by NAPLAN indicate that 96% of year 3 students, 96% of year 5 students and 80% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5 this result represents an improvement from the historic baseline average. For year 7 this result represents a decline from the historic baseline average.

Between 2017 and 2019 the trend for year 5 has been upwards from 75% to 96%.

For 2019 year 3, 5 and 7 NAPLAN reading the school is achieving within the results of similar students across government schools.

In 2019 54% of year 3, 50% of year 5 and 20% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents little or no change from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading 75% or 12 out of 16 students from year 3 remain in the upper bands at year 5 and 29% or 2 out of 7 students from year 3 remain in the upper bands at year 7.

**Numeracy**

In 2019 the numeracy results as measured by NAPLAN indicate that 96% of year 3 students, 92% of year 5 students and 65% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5 this result represents an improvement from the historic baseline average. For year 7 this result represents a decline from the historic baseline average.

Between 2017 and 2019 the trend for year 5 has been upwards from 67% to 92%.

For 2019 year 3, 5 and 7 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools.

In 2019 46% of year 3, 35% of year 5 and 20% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy 75% or 9 out of 12 students from year 3 remain in the upper bands at year 5 and 100% or 3 out of 3 students from year 3 remain in the upper bands at year 7.