

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Glenburnie 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 Phil Garner, Review Officer of the department's Review, Improvement and Accountability Directorate and Paul Luke, Review Principal.

Review Process

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

- Presentation from the Principal
- 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

Glenburnie Primary School caters for students from reception to year 7. It is situated 450kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 87. Enrolment at the time of the previous review was 105. The local partnership is Blue Lake.

The school has a 2020 ICSEA score of 984 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 5% Aboriginal students, 8% students with disabilities, 6% students with English as an additional language or dialect (EALD) background, no children/young people in care and 20% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 14th year of tenure. 7 teaching staff with a fulltime equivalent teaching staff of 5.9. This includes 1 in the early years of their career, 1 Step 9 teacher and 1 AST 2 teacher.

The previous ESR or OTE directions were:

- Direction 1** Explore and implement approaches that integrate and effectively embed intellectual stretch, challenge and rigour into daily classroom teaching and learning.
- Direction 2** Deepen the application of task design by teachers to develop explicit target setting and intentional teaching, using student achievement data to inform decisions and actions at the individual student, cohort and class levels.
- Direction 3** Strengthen student influence in developing clear understandings of learning intentions and individual goal-setting.

What impact has the implementation of previous directions had on school improvement?

Direction 1 - The school has focused their attention on engaging and challenging students by targeting the teaching and learning around the Site Improvement Plan (SIP) focus, developing reading through a targeted phonics program and engaging students in a problem-solving approach to mathematical understanding. Intervention opportunities for identified students are enabling greater access to the curriculum for these students. Engaging and challenging students with higher potential, is still a work in progress and discussed in Lines of Inquiry 2, in this report.

Direction 2 - Designing intentional teaching and transforming tasks in mathematics as well as improving the teaching of reading in the early years has been the focus. Teachers are trialling a whole-school planning tool in maths, that incorporates the elements of learning design, natural maths strategies, evidence of learning, and levels of differentiation. Student data is analysed effectively, targeting the specific learning needs of students for intervention. The use of student achievement data to design learning that meets the learning needs of all students, is a continued focus for the school.

Direction 3 - The use of learning intentions is variable across the school. Where they were used, students had difficulty explaining how they related to their learning and what the next steps are likely to be. Engaging students effectively in their achievement data and the literacy and numeracy progressions, will assist students in setting targeted SMARTAR goals.

Lines of inquiry

Effective school improvement planning

How effectively does the school use improvement planning processes, to raise student achievement?

The school effectively analyses student achievement data and tracks their progress between assessments. This enables the implementation of strategies that ensure student learning needs, and gaps in learning, are being addressed. Opportunities for teachers to collaboratively engage in learning design aligned to the site improvement plan, are strategically provided. Extensive professional development has been undertaken in mathematics and phonics, with coaching and mentoring building teacher capacity. The school is effectively reviewing and evaluating the achievement of the SIP challenges of practice throughout the year, measuring the impact on student learning and re-adjusting the focus where necessary.

Staff performance development plans (PDP) are linked to the SIP actions and challenges of practice, with termly Principal/teacher meetings arranged, to discuss progress and student learning growth.

Teaching sprints have been strategically implemented across the school enabling teachers to collaboratively implement, evaluate, reflect, and share pedagogical practices. With a consistent fine-grained focus, teachers are able to effectively trial, and evaluate their practice against the impact on student learning. All staff, including those new to the school, have a clear understanding of the purpose behind teaching sprints enabling them to be effectively engaged in the process. Engaging in strategies that ensure effective embedding of new learning gained from teaching sprints, is an area for further consideration.

The leadership and staff are committed to improving learning outcomes for students. The SIP has been carefully constructed with a focus on identified areas for improvement. While it is important to focus on pedagogical improvement in the identified challenge of practice e.g., phonics and problem solving, it is just as important to continue to engage with all strands and subject content. Providing a consistent and balanced programme of literacy and numeracy across all classes, is key to improving outcomes for all students.

Direction 1 Ensure students have equity of access to a viable literacy and numeracy curriculum by developing a consistent R-7 whole-school approach and effectively engaging with the literacy and numeracy progressions.

Effective teaching and student learning

How effectively are the teachers using evidence-based pedagogical practices that engage and challenge all learners?

Supportive and collaborative teaching and learning environments were evident in most classes with engaging learning tasks and structured learning routines that challenge students in their thinking. Reception to year 3 students learn to read through a phonics-based reading program and are provided with opportunities to engage effectively with text. This is leading to improvement in student reading and achievement in the phonics assessment.

Pre and post assessments are used effectively to gauge student conceptual understanding and measure progress in learning. However, there is a need for collective clarity around how these assessments should be used to effectively target learning design for whole-class and individual students.

The use of learning intentions and success criteria is variable across the school. Most students have little understanding of where they are in their learning, where they need to be, what their next steps are and how they will know if they have achieved them. Authentically engaging students in their learning journey will enable the gradual release of responsibility, engage students in greater stretch and challenge, and improve learning outcomes.

The panel observed less challenge and engagement for higher achieving students. This was reiterated in conversations with students. As a matter of priority, the school will need to focus on creating differentiated learning opportunities targeted to the learning needs of all students, that includes;

- engaging effectively with formative feedback and assessment strategies
- providing multiple entry and exit points in the design of learning
- effective implementation of the new Department curriculum support units.

A variety of formative feedback strategies are visible in most classes with feedback at point of need providing students with effective support and guidance in their learning.

The school provides for the learning needs of lower achieving students through effective teaching and learning and literacy and numeracy intervention programs. However, historical, whole-school achievement data indicates the need to focus on engaging and challenging all students, in particular higher performing students more effectively in their learning. Developing a consistent whole-school understanding of what high expectations means for the design of learning, is considered a priority.

Direction 2 Improve learning outcomes for all students by developing and implementing a whole-school understanding of what high expectations, differentiated learning and formative feedback mean for the design of engaging and challenging learning.

Effective leadership

How effective are the school's professional learning and performance and development processes in building teacher capacity?

The school has strategically developed processes that provide quality professional learning to teachers. Staff meetings are used effectively to target the learning around the SIP, with regular engagement in online professional learning.

External support has been accessed to strengthen and build teacher capacity in literacy and numeracy, including departmental support and external providers. While teachers continue to engage in onsite professional learning, opportunities exist for broader and shared professional learning with teachers from other sites.

Opportunities to reflect and share the progress of teaching sprints and to discuss student learning are provided on a regular basis. Teachers have indicated that teaching sprints have been one of the most effective strategies for improving their practice. Common teaching sprint proformas are used during preparation, the sprint, and review process and are shared with all staff. Pre and post teaching sprint observations are conducted by leadership using TAG observation template enabling fine-grained discussion around improvement.

The school is well-positioned to develop and implement strategies that monitor the implementation and embedding of professional learning including outcomes from teaching sprints in every class. A formal observation process that authentically engages teachers in the process of improving their performance, can also effectively monitor the successful implementation of whole-school initiatives.

School service officers (SSO) are included in relevant professional learning, ensuring they are skilled and able to effectively work with students. The next step will be to introduce a collaborative observation process with the purpose of ensuring their professional learning needs are being met. Opportunities need to be provided to ensure they have clear understanding of teaching and learning strategies that will enable them to work more effectively with small groups of children.

Recently appointed teachers will require a formal induction and mentoring process to ensure that their needs are being met and policies, procedures and whole-school agreements continue to be implemented effectively across the school.

Direction 3 Improve the quality and consistency of teaching and learning by implementing a collaborative observation process that builds the capacity of all staff and monitors the implementation of whole-school initiatives across all classes.

Outcomes of the External School Review 2021

Teachers are engaging with the school's improvement journey and recognise the need to have a clear focus on improving learning outcomes for students. The school is tracking and monitoring student growth using a wide variety of student data sets and is focused on ensuring that the learning needs of students are been considered. With literacy and numeracy interventions addressing learning gaps, students are making significant improvement in aspects of literacy and numeracy. Recognising the connections between the quality of teaching and the outcomes in learning and how this is reflected in achievement, results of students is an area for further exploration.

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

- Direction 1** **Ensure students have equity of access to a viable literacy and numeracy curriculum by developing a consistent R-7 whole-school approach and effectively engaging with the literacy and numeracy progressions.**
- Direction 2** **Improve learning outcomes for all students by developing and implementing a whole-school understanding of what high expectations, differentiated learning and formative feedback mean for the design of engaging and challenging learning.**
- Direction 3** **Improve the quality and consistency of teaching and learning by implementing a collaborative observation process that builds the capacity of all staff and monitors the implementation of whole-school initiatives across all classes.**

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



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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 77% of year 1 and 62% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline from the historic baseline average.

In 2021 the reading results as measured by NAPLAN indicate that 63% of year 3 students, 80% of year 5 students and 67% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7 this result represents a decline from the historic baseline average.

For 2021 year 3, 5 and 7 NAPLAN reading the school is achieving within the results of similar students across government schools.

In 2021 62% of year 3, 20% of year 5 and 17% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents a decline from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 100% of students from year 3 remain in the upper bands at year 5 and 30% of students from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 88% of year 3 students, 82% of year 5 students and 83% of year 7 students demonstrated the expected achievement against the SEA. For year 3, 5 and 7 this result represents a decline from the historic baseline average

For 2021 year 3, 5 and 7 NAPLAN numeracy the school is achieving within than the results of similar groups of students across government schools.

In 2021 50% of year 3, 18% of year 5 and 17% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents a decline from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in numeracy no students from year 3 remain in the upper bands at year 5 and 33% of students from year 3 remain in the upper bands at year 7.