

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Rose Park 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 Julie Bishop, Review Officer of the department's Review, Improvement and Accountability directorate with Brenton Conradi and Thomas Harvey, Review Principals.

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

Rose Park Primary School caters for students from reception to year 7. It is situated 3.2kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 593. Enrolment at the time of the previous review was 525. The local partnership is Central East.

The school has a 2020 ICSEA score of 1165 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 6 Aboriginal students, 4% students with disabilities, 30% students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 7% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the first year of a five-year tenure,

- Deputy Principal -Australian Curriculum and International Baccalaureate (0.6FTE)
- Assistant Principal Innovation and Pedagogy (0.6FTE)
- Senior Leader Student Support and Student Wellbeing (1.0FTE).

There are 32 teachers including 7 in the early years of their career, 12 Step 9 teachers and 1 Advanced Skills Teacher 2.

The previous ESR or OTE directions were:

- Direction 1** Deliver intentional teaching and systematically monitor long-term student growth through consistently implemented approaches to data collection and analysis across Reception to Year 7.
- Direction 2** Provide intellectual challenge and deepen learner expertise through collective inquiry into, and the consistent implementation of, contemporary approaches to the teaching of literacy and numeracy.
- Direction 3** Ensure the validity and impact of school direction, priorities, and strategies through collective analysis of quantifiable data that makes evident the improvement imperatives.
- Direction 4** Develop learner expertise and agency through effective implementation of learning design and teaching practice that is referenced to the DECD pedagogical framework of TfEL.
- Direction 5** Build distributed leadership and raise teacher capacity by formalising existing, teacher-initiated processes of data analysis and promulgating these across the school through regular collegiate learning opportunities.

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

Direction One: Professional development to analyse learner achievement data. Collation of A-E grades to triangulate data. Introduction of a data management system to track and monitor student progress. Introduction of a consistent literacy program R – 2, application of assessments to inform teaching R – 7 for reading and writing improvement, including specific assessment for students English as an additional language or dialect (EALD). Data analysis informs guided reading groups to target explicit teaching of the Big 6 strategies. The writing tool is used to moderate writing samples and set SMARTAR learning goals for each student.

Direction Two: International Baccalaureate Primary Years Program (IBPYP) and Australian Curriculum (AC) interdisciplinary units of work are planned mapping the scope and sequence of the AC English and Mathematics to units of inquiry. Professional development and engagement with the Learning Design Assessment and Moderation strategy now includes the introduction of the new Department for Education curriculum resources, implementing R-7 literacy and numeracy guidebook strategies, focused on consistent teaching of reading.

Direction Three: The 2018 to 2020 Strategic Plan has been implemented to prioritise literacy, numeracy, student agency, learning design, wellbeing, and STEAM strategies. Numeracy agreement complemented by professional development to promote consistent pedagogies was evidenced by improvement in student learning outcomes.

Direction Four: Teachers develop performance learning goals, actively participate in targeted professional development and professional learning communities (PLCs) aligned to the SIP, Australian Professional Standards for Teachers (APST), and Teaching for Effective Learning (TfEL). Learning design is embedded within units of inquiry and teachers have used evidence-based tools for reflection and student feedback.

Direction Five: Increasing teacher capacity through the implementation of the Department for Education performance and development policy, goals aligned with APST, TfEL and SIP. Promotion of Advanced Skills Teacher and Step 9 accreditation (14 teacher leaders); supporting early career teachers to move from provisional to full registration; providing formal leadership opportunities to collaboratively lead PLCs to analyse data, prioritise SIP goals, actions, and reflections in: Curriculum AC, literacy, numeracy, IBPYP, innovation and pedagogy, student support and wellbeing.

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 has provided extensive opportunities for staff to engage in professional learning aligned to SIP goals.

Strategies from the SIP are unpacked, shared with students and visible in all classrooms. Teachers identified a range of improvement strategies to sustain and increase the number of students in the higher bands in reading, including:

- establishment of PLCs with a focus on increasing the number of students in the higher bands, reading and writing
- differentiated reading groups focused on comprehension
- guided reading groups with 'like' readers
- consistent tracking of student progress, analysis of data to inform next steps for reading improvement
- sustained focus on the 'Big 6 of reading' strategies

Implementation of differentiated reading comprehension groups has resulted in significant, positive learning outcomes for students. Strategies to improve and sustain student achievement in writing include the implementation of a writing assessment tool, word walls to model high frequency or topic specific words, modelled text types, peer feedback, visual rubrics, book making

Collaborative planning in year level groups has supported all staff to reflect on current practice and identify next steps. Reflections from staff included:

- ensuring consistency in professional learning related to the SIP goals
- identifying planned opportunities to build knowledge and understanding of the SIP goals and associated strategies would be beneficial
- specialist teachers reporting they would appreciate closer alignment of their work with the SIP
- draft literacy agreement, to be fully implemented in 2022
- implementing strategies at paced intervals would provide opportunities for staff to regularly monitor improvement

The school is to be commended for their comprehensive approach in monitoring and enhancing improvement strategies to strengthen reading and writing across the site. The collaborative development, documentation and implementation of a numeracy agreement will provide planned opportunities for staff to identify, monitor and strengthen improvement strategies and actions in numeracy that are based on relevant student learning data.

Direction 1 To collaboratively develop and implement a numeracy agreement where staff identify, monitor, and enhance improvement strategies in numeracy.

Lines of inquiry

Effective teaching and student learning

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

The IBPYP operates across the site where formative assessments are embedded in each IB line of inquiry. Comprehensive evidence of formative assessment processes to inform differentiated curriculum planning and instruction exist, including but not limited to:

- pre and post assessments in each IB unit of work
- consistently observing against the success criteria
- activating prior knowledge
- recapping from the previous lesson and exit slips

The school has focused on formative assessment over the past two years via PLCs. These connect to performance and development plans, lesson observations and subsequent feedback. Staff identified that documenting the work in formative assessment within PLCs would support them in developing a deep and narrow approach to refine planning.

Thirty-eight percent of staff identified that feedback provided to students to help them know how to improve had been achieved to a high degree. Teachers identified that providing a range of differing modes and formats of feedback across the year would increase student engagement in their learning. Staff identified that the consistent application and review of data via the school's data management system would strengthen assessment and feedback processes in literacy and numeracy.

Staff reflected that the professional learning aligned to writing improvement had enhanced formative assessment processes across the site. Early career teachers and staff new to the school identified that they would appreciate planned opportunities to develop and embed common understandings in systems and processes used in the analysis of data, thus ensuring consistency and congruence across the site.

The school has provided comprehensive evidence in the use of assessments to inform and refine planning. Work in this area will be further consolidated via planned documentation of formative assessment processes within and across professional learning communities. Planned opportunities for staff to share across PLCs will provide a broad perspective of effective assessment and feedback processes.

Direction 2 Ensure planned opportunities for all teachers to evaluate their assessment and feedback strategies to inform consistent future practice.

Effective teaching and student learning

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

A consistent approach to the language of learning via the IBPYP learner profiles is embedded across the site. Student led inquiry occurs at the beginning of each unit of study. The panel noted that students clearly articulated and applied the language of learning across a variety of contexts and year levels.

Success criteria and learning intentions are outlined at the beginning of each lesson and students consistently and confidently can articulate these. The co-construction of success criteria and the development of rubrics to monitor progress was evident across the site.

Staff identified a range of metacognitive strategies used to assess, monitor, and regulate learning including:

- visual cues and supports
- 0 -10 point scales
- interoception
- critical thinking
- explicit self-talk linked to SMARTAR goals
- the use of gallery walks to share learning

Staff reported they are responsive to student feedback, indicating this shapes the future direction of the learning. In a survey conducted during the External School Review 35% of staff indicated they had adapted their planning to a high degree in response to feedback from students.

Teachers identified the following as areas for further development:

- intentionally and consistently incorporating opportunities for students to influence learning when planning inquiry units of work
- consistently providing open ended tasks that facilitate regular opportunities for students to demonstrate learning at higher levels across a range of learning areas
- student led inquiry at the beginning of a unit of study could be considered and incorporated into the learning
- ensuring reflections at the end of lessons and units of study incorporate student feedback
- supporting students to self-assess against summative assessments
- developing and embedding metacognitive strategies to strengthen, monitor and regulate learning for all students
- collaboratively developing and implementing a whole-school approach to feedback for learning from the perspective of the student is an area for further consideration.

Direction 3 To collaboratively develop and embed a whole-school approach to feedback for learning from the perspective of the student.

Outcomes of the External School Review 2021

The school is to be commended for their comprehensive commitment to ongoing improvement. The work undertaken in the development of a whole-school Literacy agreement will provide a common framework across the school. The agreement provides clarity in expectations for teachers and is framed by the following criteria: purpose, commitment, and key resources, including termly overviews by year level. The school is well placed to undertake this significant work.

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

- Direction 1** To collaboratively develop and implement a numeracy agreement where staff identify, monitor, and enhance improvement strategies in numeracy.
- Direction 2** Ensure planned opportunities for all teachers to evaluate their assessment and feedback strategies to inform consistent future practice.
- Direction 3** To collaboratively develop and embed a whole-school approach to feedback for learning from the perspective of the student.

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



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Dr Dora Iuliano
Principal
Rose Park Primary School



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 91% of year 1 students demonstrated the expected achievement against the SEA. This result represents an improvement from the historic baseline average. 79% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change

Between 2018 and 2020 the trend for year 2 has been downwards from 84% to 80%.

In 2021 the reading results as measured by NAPLAN indicate that 95% of year 3 students, 89% of year 5 students and 85% of year 7 students demonstrated the expected achievement against the SEA. For year 3, this result represents an improvement from the historic baseline average. For year 5, this result represents little or no change. For year 7 this result represents a decline from the historic baseline average.

For 2021 year 7 NAPLAN reading the school is achieving higher than the results of similar students across government schools.

In 2021 79% of year 3, 52% of year 5 and 57% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents an improvement from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 69% or 38 out of 55 students from year 3 remain in the upper bands at year 5 and 84% or 21 out of 25 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 96% of year 3 students, 88% of year 5 students and 88% of year 7 students demonstrated the expected achievement against the SEA. For year 3, this result represents an improvement from the historic baseline average. For year 5 this result represents little or no change. For year 7 this result represents a decline from the historic baseline average.

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

Between 2017 and 2021 the school has consistently achieved higher in year 3 NAPLAN numeracy relative to the results of similar groups of students across government schools.

In 2021 56% of year 3, 44% of year 5 and 65% 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 72% or 28 out of 39 students from year 3 remain in the upper bands at year 5 and 92% or 22 out of 24 students from year 3 remain in the upper bands at year 7.