# Department for Education

# External School Review

Partnerships, Schools and Preschools division

**Report for Clarendon Primary School**

Conducted in March 2020

# 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 Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate and Michelle Russell, 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
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
  - Governing Council representatives
  - Parent groups
  - School Services Officers (SSOs)
  - Student groups
  - Teachers

# School context

Clarendon Primary School caters for children from reception to year 7. It is situated 27kms from the Adelaide CBD. The enrolment in 2020 is 96. Enrolment at the time of the previous review was 95. The local partnership is Sea and Vines.

The school has an ICSEA score of 1048 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes 9% students with disabilities, no students with English as an additional language or dialect (EALD) background, 1 child in care and 11% of families are eligible for School Card assistance.

The school leadership team consists of a principal in their 2nd year of their 1st tenure.

There are 6 teachers with none in the early years of their career and no Step 9 teachers.

# The previous ESR or OTE directions were:

**Direction 1**    **Increase the number of students progressing towards and achieving the Standards of Educational Achievement, by providing safe conditions for rigorous learning that support and challenge every student to demonstrate their personal best.**

**Direction 2**    **Ensure continuity for all students, year-to-year and from reception to year 7, by building teacher capacity to develop and deliver a coherent curriculum plan, effective teaching and powerful learning.**

**Direction 3**    **Support staff to know and address the range of needs in multi-age classes by working collaboratively to design formative assessment processes, and moderate teacher judgements against the school's agreed curriculum and the Standard of Educational Achievement.**

| **What impact has the implementation of previous directions had on school improvement?** |
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| It is evident from the principal's presentation and through staff discussions that a range of actions have taken place over time addressing the previous directions. |

The school has worked to develop collaborative practices to support the use of feedback for students. Continuity of learning plans and targeted professional learning have been put in place to strengthen consistency of high yield strategies to support teaching and learning. Professional learning is closely aligned to the site priorities and teachers willingly trial and share their learning with each other, building consistency of practice and common understandings.

The school has linked in with Partnership and other small schools to moderate student work and to focus on effective task design in both literacy and numeracy. The introduction of Brightpath to enhance judgements and provide next steps in writing has been valued by teachers and clearly influenced their practice with students.

# Lines of inquiry

**EFFECTIVE SCHOOL IMPROVEMENT PLANNING**

*How well does the school review and evaluate the effectiveness of improvement planning processes and the impact on student learning to inform next steps?*

It is evident the school uses clear processes to support their improvement planning and implementation cycle. The staff are keen to continue to work towards improvement of both student achievement and collectively strengthen their capacity to best support the students with whom they work. Leadership and staff stated that improvement decisions are taken using evidence-based datasets and the targets are aspirational with a focus of attaining and maintaining higher band achievement. Tracking and monitoring of agreed data is formalised across the school. Success criteria are clear, measurable and focused on students' learning.

Professional learning is closely aligned to the Site Improvement Plan (SIP) and staff have valued the opportunity to focus their work with time to implement and share their learning. They could clearly articulate how specific professional learning and resultant actions have had an impact on their practice and value the opportunity to work collaboratively on the priorities. There are clear expectations of linking professional plans to the goals in the SIP. Parents are provided with regular updates through the governing council articles in newsletters and parent workshops which are focused on the approaches to learning that the school is prioritising.

Staff are clearly committed to the site SIP as processes involving the development, monitoring and evaluation have included high levels of consultation. Staff stated their opinions and feedback are valued throughout the stages of the improvement cycle. Regular staff meeting time has been scheduled to monitor the progress of the impact of actions taken and revisit the priorities as a whole. Staff understand they have a key role in the implementation of the plans of action and measuring the impacts of the actions taken. Strengthening processes to support staff to more effectively monitor and evaluate the impact against the success criteria both individually and collectively will continue to enhance the school improvement strategies.

**Direction 1      Strengthen staff capacity to monitor and assess the impact of the plans of action on the success criteria in the Site Improvement Plan.**

**EFFECTIVE TEACHING AND STUDENT LEARNING**

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

The learning data collected at a system level indicates that there are high percentages of students achieving at or above Standard of Education Achievement (SEA) over time. The school has a continuing focus of maintaining students in the higher bands as they move through their schooling. There are processes, structures and expectations in place for teachers to effectively support students through the collecting, analysing and monitoring of student data. This work is supported through teachers having regular formal discussions with the principal about the student data of their class and actions being taken to effectively support improvement of student learning outcomes. All students working towards meeting the SEA receive some level of support to achieve the SEA in the future. There are examples of enrichment programs to support higher achieving students, particularly in the area of maths.

The school has developed and revised Continuity of Learning plans which provide teachers with clear guidelines of agreed strategies to be used in literacy and numeracy. The whole-school data schedule is included in these plans. A data wall and electronic spreadsheets of student data are accessible for teachers and are used to reflect and monitor student achievement progress. These provide staff with clear information about expected practices and data to inform teaching and learning programs. Teachers provided examples of how they use data to inform teaching and learning including grouping students and identifying and teaching common misconceptions. There were some students who also recognised that teachers use the data for the purposes mentioned above.

Parents are supportive of the reporting processes and believe that the information they receive both through formal and informal processes provide them with a clear understanding of where their child is at with their learning. There are regular, formal structures in place to support all staff to communicate information about individual students and their learning needs. Decisions are taken collectively with both teaching and non-teaching staff about how best to support individual students.

Teachers provided a range of strategies in relation to formative assessment such as exit slips, nonverbal indicators and traffic lights. There were some examples from students about how they are provided opportunities to self-assess and provide feedback for each other. Students are aware that effective feedback is important for their learning, however their understanding of their next steps in learning was not always clear. The effectiveness and depth of how teachers use formative assessment and feedback to and from students and to differentiate learning for the varied needs of all learners is continuing to develop across the school. The school is well placed to continue to strengthen work in this area.

**Direction 2**    **Provide students with clear information about their next steps, through strengthening common processes and practices in formative assessment and effective two way feedback, leading to refinement of opportunities for differentiation.**

**EFFECTIVE TEACHING AND STUDENT LEARNING**

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

Quality teaching is the single most influential factor on student achievement. It is evident that teachers and the leadership are committed to strengthening practices to support students effectively in their learning. Professional learning is prioritised in staff meetings. All staff value the opportunities they have to undertake targeted training to support teaching and learning, which is closely aligned to the SIP priorities. They have valued the opportunity to effectively implement common pedagogies through the use of a common text and reading, trialling and then sharing their successes and areas for improvement. Teachers could clearly articulate how the focused work in maths and writing has impacted their practice and brought about increased consistency in approach and language across the school. It is evident staff willingly collaborate and are keen to learn from each other. The model of one teacher working alongside other teachers has been implemented successfully and was valued by staff while building capacity of all involved.

Effective task design is an area where the school has had some focus and it continues to work across staff. Teachers could talk about working towards designing tasks which have multiple entry and exit points and open-ended tasks to support the needs of all students. Teachers have been involved in moderating tasks and work samples with staff from other schools which has provided them with a broader perspective in these areas. It was evident during class walkthroughs of a range of strategies teachers were using to differentiate the learning. While some students could talk about setting individual learning goals, responses varied across the school. When asked about challenge in their learning many students believe that they have a good level of challenge in their learning. However, this was not consistent and at times 'enrichment programs' were identified as where the challenge occurred. Parents were generally happy with the level of challenge in their child's learning. Continuing to build on the existing good practice and willingness of staff to collaborate to strengthen common practices in effective task design are next steps which the school is well placed to take.

**Direction 3**     **To increase challenge for all learners, strengthen common practices and understandings of effective task design supported by deeper critical collaboration across the staff.**

# Outcomes of the External School Review 2020

The community acknowledged the staff's commitment to the care and education of the students of Clarendon Primary school. The transition of leadership has been smooth and has continued to provide clear direction focusing on school improvement and is child-centred. The continued focus on sustainability and the environment is valued by the school community. There is a strong sense of belonging across the school with a shared vision and strengthening links to the wider community.

The principal will work with the education director to implement the following directions:

Direction 1     Strengthen staff capacity to monitor and assess the impact of the plans of action on the success criteria in the Site Improvement Plan.

Direction 2     Provide students with clear information about their next steps, through strengthening common processes and practices in formative assessment and effective two way feedback, leading to refinement of opportunities for differentiation.

Direction 3     To increase challenge for all learners, strengthen common practices and understandings of effective task design supported by deeper critical collaboration across the staff.

Based on the school's current performance, Clarendon Primary School will be externally reviewed again in 2023.

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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 2019, 45% of year 1 and 60% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change for year 1 and an improvement for year 2 from the historic baseline averages.

In 2019, the reading results, as measured by NAPLAN, indicate that 78% of year 3 students, 100% of year 5 students and 88% of year 7 students demonstrated the expected achievement against the SEA. For year 3, this result represents little or no change and for years 5 and 7, an improvement from the historic baseline average.

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

In 2019, 56% of year 3, 10% of year 5 and 18% 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 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 0%, or 0 out of 3 students from year 3 remain in the upper bands at year 5, and 0%, or 0 out of 4 students from year 3 remain in the upper bands at year 7.

### Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 89% of year 3 students, 90% of year 5 students and 71% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5, this result represents an improvement and for year 7, little or no change from the historic baseline average.

Between 2017 and 2019, the trend for year 5 has been upwards, from 83% to 90%.

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, 33% of year 3, 0% of year 5 and 24% 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, 0%, or 0 out of 1 student from year 3 remain in the upper bands at year 5, and 0%, or 0 out of 1 student from year 3 remain in the upper bands at year 7.