

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Long Street Primary School

Conducted in April 2019



Government of South Australia
Department for Education

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, they all have been considered and contributed to the development and directions of this report.

This review was conducted by Julie Bishop Review Officer, Review, Improvement and Accountability directorate and Ray Marino, Review Principal.

Review Process

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

- Presentation from the principal and deputy principal
- Class visits
- Attendance at staff meeting
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Observation of Professional Learning Communities (PLCs) at staff meeting.
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Long Street Primary School is located 380kms from the Adelaide CBD. The enrolment in 2019 is 270 students. Enrolment has declined over the last 5 years. Enrolment at the time of the previous review was 360 students.

The school has an ICSEA score of 910 and is classified as Category 2 on the Department for Education (DfE) Index of Educational Disadvantage.

The school population includes 19% Aboriginal students, 13% students with disabilities, 4% children/young people in care and 55% of students eligible for School Card assistance.

The school leadership team consists of a principal in their second tenure, a senior leader in an acting capacity and a wellbeing leader on a one year tenure.

The previous ESR was undertaken in 2015 and the school's previous ESR directions were:

- Direction 1** Ensure continuity of improvement practices over time by documenting site review and planning processes at annual and longer term levels that are collaborative, evidenced based, focussed on improving student learning and are consistently and rigorously implemented.
- Direction 2** Increase the proportion of students achieving and exceeding the SEA by documenting induction processes that outline expectations for classroom practice, in particular, differentiated teaching to strengthen intervention and acceleration of student learning.
- Direction 3** Increase the proportion of students in the high proficiency bands by reviewing the effectiveness of current classroom pedagogy and documenting successful practices that provide opportunities for students to demonstrate learning in different contexts, engage in collaborative problem solving and demonstrating high level learning outcomes

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

The principal reported that the following outcomes have been achieved:

The school has developed a document; "The Long Street Way", with the principal reporting that it drives the 'what and how' of teaching and learning at Long Street. The principal noted that the document is a work in progress and as such, is continually reviewed and updated to reflect current practices on site. Recommendations and updates are based on the analysis of data which then informs the defining of agreed actions.

Induction is occurring for new staff and when new initiatives are introduced. PDP processes are aligned to track and monitor differentiated teaching.

There is minimal evidence of increased achievement in the higher bands. The principal reported that the school is making some progress in ensuring that students are provided with opportunities to participate in learning that stretches and challenges them. It was reported that the school has made progress through the implementation of visible learning and explicit teaching strategies. Coaching and mentoring

are additional strategies being adopted to improve teacher quality and student learning outcomes. The principal indicated that this was an area for ongoing improvement.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

The principal reported that school data sets were used to determine site priorities for the School Improvement Plan (SIP). The leadership team analysed data and shared findings with staff. Targets were developed after staff consultation and documented in the SIP.

The SIP goals are focused on improved achievement in reading, writing and numeracy. Sub-teams have been established for each goal with teachers and leaders allocated roles and responsibilities as part of the improvement process. Progress will be monitored via performance and development processes. Monitoring of the SIP in sub-teams will occur twice each term.

The SIP has identified phonics instruction as a predominant factor to improve reading outcomes. Sustained improvement and growth in reading results from the interconnection of all six aspects of reading; oral language, vocabulary, phonics, phonemic awareness, comprehension and fluency will be significant.

The second goal, focused on writing improvement, references the implementation of a writing assessment where teachers compare students' work to calibrated exemplars resulting in a scaled score. Comparing students' work to exemplars promotes reliable teacher judgements. These judgements can then be compared across teachers, schools and over time. The school is one of six local sites engaged in this work. Regular opportunities to work collaboratively with other sites will support the development of consistency and clarity in the teaching and assessing of writing as a discreet discipline. It will also provide an avenue to strengthen the collective efficacy of staff within and across sites.

The school identified the use of the numeracy guide book as an evidence-based resource to inform the development of a strategic approach to improve numeracy outcomes with a focus on PAT M.

The school has developed a comprehensive improvement agenda. It is important that regular review and consultation occurs to ensure measurable progress is achieved across all priority areas and in all classrooms.

Direction 1 Work with staff to strengthen and embed agreed pedagogical practices in the teaching and assessing of reading and writing that are evident and observable in every classroom.

EFFECTIVE LEADERSHIP

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

Staff are provided with, and supported to participate in, a diverse range of professional learning opportunities. Staff, when reflecting on how professional learning had impacted on their teaching, provided a range of reflections including: 'I'm now more confident and organised', 'professional learning has broadened my ideas and understanding'. Several staff indicated that 'visible learning' had been very influential in challenging their practice; this included staff reflecting on how to provide quality feedback to

students, and the need to be more open with students. Other staff reported that professional learning had improved their capacity to teach explicitly.

When reflecting on the impact that professional learning had on student learning, the following observations were shared by staff: students were more confident to speak up and were beginning to monitor their own learning success and student motivation for learning had increased.

Teachers received feedback about their performance through several methods: structured class meetings where students provide feedback on aspects they would like improved, performance and development meetings, walkthroughs and structured formal observations.

Teachers indicated that performance and development processes (PDP) had positively impacted on their performance as teachers. This included increased confidence, being supported to define what they needed to focus on and how to sustain that focus. Staff reported that PDP assisted in creating improved learning opportunities.

The principal reported that he undertakes all formal observations which are linked to individual performance and development plans. Staff reported that unscheduled walkthroughs and observations will now be an integral part of performance development processes.

The school is well placed to develop a coherent school-wide approach to building teacher capacity through observations and feedback that are multi-faceted, planned, implemented and evaluated at regular intervals. The inclusion of peer observations where teachers discuss and share feedback with their colleagues will further strengthen the work already undertaken in this area.

Direction 2 Strengthen teacher capacity through the implementation of planned peer observations and feedback that are focused on SIP priorities and aligned to performance and development processes.


EFFECTIVE TEACHING AND STUDENT LEARNING

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

The panel was provided with evidence of high levels of commitment from staff to improve teaching and learning. During interviews some staff reported that learning could be improved through an audit of current assessments, noting that some assessments were not always appropriate to inform next steps in learning.

The school's decision to purchase a comprehensive assessment tool relating to fluency, oracy and comprehension in reading will be a significant factor in tracking and monitoring the reading progress of students reading beyond level 30. Teachers working with students, and using a common frame of reference, will be able to provide and share feedback to determine next steps in learning.

During interviews, many students were unable to articulate the strategies they used, instead providing effort based responses when asked what they needed to do to improve their learning. Some students indicated that they don't get to do the thinking in their class, other students reported that they would like to have time to talk to their teachers about themselves as learners. During interviews, most teachers indicated that assessment for learning was an area for further development. In particular, they identified talking to students about peer assessments, trialling a range of assessment approaches and strategically using learning intentions and success criteria to focus on improvement.



When reflecting on how feedback for learning could be improved staff provided the following suggestions: ensuring consistency in the way feedback is provided, providing feedback across all learning areas with regular opportunities for reflection and setting goals with students. All staff and students would benefit from the development of a whole-school approach to feedback for learning. It is suggested that staff work collaboratively to identify and analyse valued assessments that inform instruction and provide the foundation for a whole-school approach in the collective development of task design to differentiate instruction across the school.

Direction 3 Develop and embed whole-site processes in ‘feedback for learning’ by collaboratively identifying and analysing assessment data to inform differentiated instruction.

Outcomes of the External School Review 2019

The panel observed high levels of commitment from staff to improve learning outcomes for students at Long Street Primary School. The resources, facilities and presentation of the school provided clear evidence of high levels of care from all stakeholders. Parents and governing council members provided a strong sense of belonging, ownership and commitment to the school. The school is well positioned to undertake the next steps as they strive to strengthen teaching and learning at Long Street.

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

- Direction 1** Work with staff to strengthen and embed agreed pedagogical practices in the teaching and assessing of reading and writing that are evident and observable in every classroom.
- Direction 2** Strengthen teacher capacity through the implementation of planned peer observations and feedback that are focused on SIP priorities and aligned to performance and development processes.
- Direction 3** Develop and embed whole-site processes in 'feedback for learning' by collaboratively identifying and analysing assessment data to inform differentiated instruction.

Based on the school's current performance, Long Street Primary School will be externally reviewed again in 2022



Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR
PARTNERSHIPS, SCHOOLS AND
PRECHOOLS



Bryan Rotherham
PRINCIPAL
LONG STREET 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 2018, 46% of year 1 and 24% of year 2 students demonstrated the expected achievement against the SEA. These results represent little or no change from the historic baseline average.

In 2018, the reading results, as measured by NAPLAN, indicate that 60% of year 3 students, 64% of year 5 students and 56% of year 7 students demonstrated the expected achievement under the SEA. For year 3, this result represents a decline from the historic baseline average, for year 5 an improvement from the historic baseline average and for year 7, this result represents little or no change from the historic baseline average.

For 2018, years 3, 5, and 7 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2018, 11% of year 3, 14% of year 5 and 2% 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 who achieved in the top 2 NAPLAN proficiency bands in reading, 42%, or 5 of 12 students from year 3 remain in the upper bands at year 5 in 2018, and 20%, or 1 of 5 students from year 3 remain in the upper bands at year 7 in 2018.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 57% of year 3 students, 43% of year 5 students and 41% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 5 this result represents little or no change from the historic baseline average and for year 7 a decline from the historic baseline average.

For 2018, year 3 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools and for years 5 and 7, the school is achieving lower than the results of similar groups of students across government schools.

In 2018, no year 3, year 5 or 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 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 0%, or 0 of 2 students from year 3 remain in the upper bands at year 5 in 2018, and no students from year 3 remain in the upper bands at year 7 in 2018.