

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Elizabeth Park Primary School

Conducted in June 2019



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 Debbie Grzeczowski, Review Officer of the department's Review, Improvement and Accountability directorate and Shane Misso, Review Principal.

Review Process

The following processes were used to gather evidence relating 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
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Elizabeth Park Primary School caters for children from preschool to year 7. It is situated 30kms from the Adelaide CBD. The enrolment in 2019 is 354 students. Enrolment at the time of the previous review was 333.

The school has an ICSEA score of 877 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage. The local partnership is Elizabeth.

The school population includes 13% Aboriginal students, 24% students with a verified disability, 63% of families eligible for School Card assistance, 25% students of English as an additional language or dialect (EALD) background and 4 students in care.

Elizabeth Park Primary has an onsite preschool and hosts a regional primary special class.

The school leadership team consists of 2 principals who job share the role with 1 overlap day, a senior leader: curriculum, a senior leader: wellbeing and a senior leader: intervention support.

Previous ESR or OTE directions were:

- Direction 1** Raise the oral language proficiency of all students by providing structured experiences that enable the development of 'talking literacies' to explain understandings and demonstrate success against the Australian Curriculum achievement standards.
- Direction 2** Increase the achievement levels of all students by ensuring rich vocabulary development is a consistent feature of explicit teaching in every lesson, every day from preschool and reception through to year 7.
- Direction 3** Strengthen the impact on school improvement processes by including results orientated, realistic and time-bound targets as success measures that can be used to make data-informed judgements about improved student learning at the whole-school, cohort and class level.
- Direction 4** Improve student achievement levels across the school by consistently using diagnostic and formative assessment strategies to track growth, inform planning and deliver intentional teaching that enables students to regularly set their own goals to empower them to succeed beyond their current levels.

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

Previous ESR directions featured in the school improvement agenda and a structured and strategic response was created. Although all areas of the directions were addressed, the leadership team report limited traction until the role of the deputy was re-focused onto school improvement midway through 2018. Refining this role enabled the school to set up and align its leadership to support and amplify a robust improvement agenda supported and driven by professional learning communities (PLCs).

Staff at Elizabeth Park Primary School (EPPS) have been supported by a department speech pathologist to design an oral language program to support the growing complexities of students transitioning into the school. Data is used as a gateway to intervention with teachers tracking and monitoring student

progress. Data collection is further supported by the use of 'Mark-It' as central storage, providing accessible data to staff.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

The panel found that all teachers are engaging with a wide range of achievement and growth data supported by a collection schedule and the use of 'Mark-It' as central storage. Leadership have aligned staff meeting structures to facilitate the opportunity for PLCs to meet regularly and interrogate data as part of ongoing practice.

Leadership and the Local Education Team (LET) triangulated and analysed a range of data to create the current Site Improvement Plan (SIP). The SIP was then presented to both teaching staff and governing council for comment. Although staff appreciated the link between the data and SIP goals they reported a disconnect to certain elements which has impacted on their full ownership of the SIP.

The panel felt that leadership have a clear understanding of what they want to achieve to improve outcomes at EPPS: this was further evidenced through conversations with community and staff. There is an opportunity for a renewed focus on whole-school ownership of the SIP with staff clearly seeing how they connect with it through monitoring the impact of the plan. Through regular and strategic monitoring processes the school will be able to determine and respond to the impact that programs and strategies have on teacher practice and student learning and adapt their actions accordingly.

EPPS has an extensive leadership team with roles clearly aligned to SIP goals. Their focus now needs to shift from managing the school to driving the learning. The panel felt there is an opportunity for leaders to work collaboratively with staff to further improve their practice through a structured coaching model. Through focused observations and purposeful feedback there is opportunity to share good practice across all learning teams.

Having clear structures and processes to monitor and observe teacher practice, and linking it to the SIP focus, will provide rigour and support a cycle of continuous improvement where everyone owns and uses the plan to improve student outcomes.

Direction 1 Ensure pedagogical coherence to deliver improvement goals through a strategic coaching model which features focused observations and provides teachers with feedback for improvement.

EFFECTIVE TEACHING AND LEARNING

How effectively are teachers supporting students to improve their learning?

Data indicates that students are achieving significantly lower than comparative schools in NAPLAN. Leadership have communicated this by providing teachers with PAT growth data with staff identifying targeted students who have made little improvement. Staff routinely collect data and track student progress. Although staff have identified this cohort of students, the panel found little evidence of how this was being used to inform student learning as differentiation was inconsistent. Student tasks were predominately low level with little depth of learning which was reflected in student comments that the majority of tasks were 'too easy'. Students reflected that problem-based maths provides them with

productive struggle, stretching and challenging their learning. Some staff are using a 'layered curriculum' to combine areas of the Australian Curriculum which has the potential to be further developed to provide deep learning tasks for students.

Data is used to identify students and intervention is either provided through evidence-based programs external to class, or through in-class support by an SSO. Students value the support they receive and report it 'helps' their learning. SSOs who deliver support expressed a desire for quality time to liaise with class teachers: the panel felt that the opportunity to meet to discuss, plan and monitor student performance would amplify intervention outcomes.

EPPS has a whole-school focus on building reading stamina which the panel found could be further strengthened by building staff understanding and consistency of practice to support students as they move through the year levels. In-depth conferencing with students will further support and develop student reading stamina. Building consistency in the delivery of programs and understandings was a consistent theme which emerged.

The restructured formation of PLCs enabled the panel to evidence some highly effective practice where teams routinely plan together, share good practice and build collective capacity but this was not evidenced consistently across the school. The school has had little engagement with the department's Learning Design, Assessment and Moderation program. This provides opportunity for a renewed focus within a leadership coaching model to build teacher capacity to deliver differentiated tasks which provide appropriate stretch and challenge for all students.

Direction 2 For all students to receive differentiated learning with appropriate stretch and challenge, strengthen teachers' capacity in learning design and use of data for intentional teaching.


CONDITIONS FOR EFFECTIVE LEARNING

To what extent does the school provide conditions for effective student learning?

All students with whom the panel spoke felt supported by staff who genuinely care about them. All staff have recently accessed training which has further supported the embedded wellbeing focus. The introduction of an interoception room enables students to learn how to self-regulate allowing for increased opportunity for learning. Staff attempt to create positive learning environments with scaffolds and prompts visible in all classrooms. However these prompts are predominately generic published scaffolds and the panel felt there is opportunity to strengthen learning support through displaying examples of student work, providing tangible aspirational examples.

The review panel was provided with some evidence of goal setting for students. Goals varied in aspect: some were focused and targeted to the next steps in learning, others were generalised comments. The strategic intent to develop targets with students represents staff members understanding that student ownership of, and engagement with their learning, is key to maximising potential success. Students at EPPS can articulate tasks but most are unclear of the learning behind the task or how they can improve their learning. Most students know their lexile reading level and their reading stamina time but struggle to know their next steps for improvement. Students have opportunities for leadership but this is predominately of an organisational nature and external to classroom learning.

Students report wanting more ownership of their learning and articulate the need for success criteria to help them monitor their progress and inform them of their next steps in learning: this was also identified by some staff as an area for development. Some students report valuing teacher feedback which occurs whilst they are engaged in a task, however this was not evidenced as consistent practice.



Students at EPPS have the opportunity to become partners in their own learning by being provided with consistency and clarity in what they are to learn, the purpose of their learning and how they can be successful. When teachers discuss and collaboratively develop the criteria with their students, impact on learning is heightened. Regular conferencing to set SMART goals which are visible and owned by students will amplify ownership of their learning.

Direction 3 To strengthen and embed student agency within learning provide opportunities for all students to co-construct the curriculum, set individual learning goals and establish clear learning intentions and success criteria.

Outcomes of the External School Review 2019

Elizabeth Park Primary School has an embedded focus on wellbeing which supports and builds on the staff's positive relationships with students. There is a strong sense of community and parents appreciate the support from staff and leadership. The Stephanie Alexander Kitchen Garden program is valued by staff, students and parents and is well supported by volunteers. Staff at Elizabeth Park Primary School are very collegiate and welcoming. They value new learning and model lifelong learning.

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

- Direction 1** Ensure pedagogical coherence to deliver improvement goals through a strategic coaching model which features focused observations and provides teachers with feedback for improvement.
- Direction 2** For all students to receive differentiated learning with appropriate stretch and challenge, strengthen teachers' capacity in learning design and use of data for intentional teaching.
- Direction 3** To strengthen and embed student agency within learning provide opportunities for all students to co-construct the curriculum, set individual learning goals and establish clear learning intentions and success criteria.

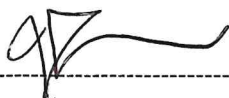
Based on the school's current performance, Elizabeth Park Primary School will be externally reviewed again in 2022.



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ELIZABETH 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 2018, 31% of year 1 and 33% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change for year 1 and a decline for year 2 from the historic baseline average.

In 2018 the reading results, as measured by NAPLAN, indicate that 50% of year 3 students, 37% of year 5 students and 64% of year 7 students demonstrated the expected achievement under the SEA. For year 3, this result represents little or no change, for year 5, a decline and for year 7 an improvement from the historic baseline average.

Between 2016 and 2018, the trend for year 5 has been downwards from 50% to 37%.

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

Between 2016 and 2018, the school has consistently achieved lower in year 3 NAPLAN reading relative to the results of similar groups of students across government schools.

In 2018, 16% of year 3, 8% of year 5 and 6% 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, 25%, or 2 out of 8 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.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 42% of year 3 students, 45% of year 5 students and 48% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents a decline, and for years 5 and 7 an improvement from the historic baseline average.

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

Between 2016 and 2018, the school has consistently achieved lower in years 3, 5 and 7 NAPLAN numeracy relative to the results of similar groups of students across government schools.

In 2018, 5% of year 3, 2% of year 5 and 6% 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 who achieved in the top 2 NAPLAN proficiency bands in numeracy, no students from year 3 remain in the upper bands at year 5 in 2018 and 20%, or 1 out of 5 students from year 3 remain in the upper bands at year 7 in 2018.