

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Flinders View Primary School

Conducted in August 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 Katherine Holman, Review Officer of the department's Review, Improvement and Accountability directorate and Anne Rowe, 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

Flinders View Primary School caters for students from reception to year 7. It is situated 312kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 163. Enrolment at the time of the previous review was 180. The local partnership is Port Augusta and Quorn.

The school has an ICSEA score of 756 and is classified as Category 1 on the Department for Education Index of Educational Disadvantage.

The school population includes 70% Aboriginal students, 13% students with disabilities, 68.23% students with English as an additional language or dialect (EALD) background (as provided by the school), 4% children/young people in care and 82% of students eligible for School Card assistance.

In 2020 the school-based preschool enrolment cap increased from 30 to 40.

The school leadership team consists of a Principal in her first year of a third 5 year tenure, a Deputy Principal in the second year of her first tenure, a Wellbeing Coordinator in the second year of her 3rd tenure, an Aboriginal Education Teacher/ Lead Teacher/ Coach with 9 years in curriculum leadership, a Special Needs Coordinator and Preschool Coordinator have joined the team in their first year of leadership. Five of the current 6 leaders have been promoted into the role through strategic successive training within the site.

There are 14 teachers including 6 in the early years of their career and 1 Step 9 and 1 HAT Teacher.

The previous ESR or OTE directions were:

- Direction 1** **Embed common understandings and agreements around intellectual stretch and challenge through the planned development of transforming tasks that include Aboriginal perspectives across learning areas.**
- Direction 2** **Review the effectiveness of professional learning processes to improve cohesion of instruction from the perspective of the learner with specific reference to current literacy approaches.**
- Direction 3** **Collaboratively develop common pedagogical practices and learning tasks that are designed to support the specific and diverse needs of learners at Flinders View Primary School.**
- Direction 4** **Strengthen student influence on their learning by engaging with feedback in a two-way process across all areas of learning.**

What impact has the implementation of previous directions had on school improvement?
<p>The school has undertaken significant work in the first 3 previous directions and has begun work on Direction 4.</p> <p>Common understandings and agreements around intellectual stretch and challenge have been developed and documented and are implemented through ongoing professional learning, coaching, induction and collaborative processes. Staff meetings and support from the coaches have assisted teachers in planning tasks with multiple entry and exit points which also provide for that intellectual stretch.</p>

Teachers are released to consult and work with members of the Aboriginal Education Team to review planning consistent with Aboriginal perspectives.

Professional learning continues to be targeted and relevant to staff needs as identified through self-review and performance development processes and alignment to the school improvement plan (SIP) priorities at a site, team and individual level. The site improvement team and leadership team work together to review and establish an annual professional learning outline, which incorporates opportunities for staff to work together in professional learning communities to implement, share, reflect, refine and consolidate their literacy practice.

There has been a significant focus on the review and development of common pedagogical practices across the school with alignment to school priorities. These focus on evidence based high impact teaching strategies. Explicit instruction continues to be a core focus across all learning areas.

Direction 4 is yet to be fully developed at a whole-school level. Students in the primary years set their personal goals in writing according to their learning needs and receive timely feedback. However, this is not a consistent practice across the school.

Lines of inquiry

Effective school improvement planning

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

Quality school improvement planning improves teaching practice and strengthens the impact on student learning. The school recognises the need for continuous monitoring, evaluation, review, and planning and documents every step of the improvement cycle. Processes and structures enable staff to regularly monitor the plan and conduct a robust self-review. Staff could articulate the SIP goals and how they are involved in monitoring and evaluating the impact of the SIP actions. The school provided extensive data sets that are collected and analysed every 5 weeks to monitor student achievement data. It is commendable that Aboriginal perspectives are embedded in the SIP and explicit in the Aboriginal learner achievement plan.

The school has re-established the learning culture, revisited their vision statement and developed a narrative known by all to drive improvement. A supportive culture with an expectation of learning was evident across the school. There is a commitment to improving student learning outcomes and staff have high expectations for achievement, believing the students can, and will learn. Supportive and inclusive classroom cultures were evident across the school. The governing council are well informed about what is happening in the school and know the SIP priorities.

The school is engaging with many programs and approaches. It can become difficult to implement them all in depth. While there is evidence of growth in student achievement data a narrow and deep focus may see greater traction and confidence in improving student achievement. A more narrow and deep approach provides opportunities to build staff capacity, support ongoing induction of new and early career staff and embed effective practice.

Direction 1 **Narrow the focus of the SIP and strengthen the alignment and precision of the challenge of practice with the actions and success criteria.**

Effective teaching and student learning

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

Effective pedagogy is the how teachers teach and is critical to student engagement in learning and the resulting achievement. There has been a significant amount of time and energy allocated to developing and adapting resources to support effective teaching and learning.

Extensive documented guidance for lesson structure and pacing is available for staff in hard copy and in an electronic form. The explicit instruction model and an observation rubric have been used to build staff capacity to implement high impact teaching strategies. This model incorporates “I do, we do, you do” as a consistent routine for explicit instruction in reading, mathematics and writing. Lessons are structured to include learning warm-ups and sequenced activities. The panel saw evidence of teachers using warm-ups in mathematics and literacy in the early years classes. Formative assessment strategies are being used in some classes but this is not a consistent practice. The school has utilised coaches to model lessons and build staff capacity and confidence in teaching reading, writing and mathematics. Observation of practice and feedback is used as a strategy to help teachers improve their planning and intentional classroom practice. Staff new to the school and early career teachers are coached and mentored. Leaders have built in opportunities for staff from the preschool and the early years to collaborate, to provide continuity of learning and support students to be ready for school.

There is an opportunity to build coherence and consistency of explicit teaching practice across the school by building and strengthening the work that has been started. Unpacking the explicit instruction model in a manageable and deliberate way with staff will help build staff capacity. Allowing time for staff to implement, reflect, improve, and embed teaching strategies that support increased student achievement will further refine their practice.

Direction 2 Build staff capacity to embed common pedagogical practices that explicitly teach reading, writing and mathematics to improve teaching practice and student achievement.

Effective teaching and student learning

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

The school and staff have a comprehensive knowledge of individual, class and cohort data for reading, mathematics and writing. There are extensive data sets collected and achievement growth and progress towards meeting the standard of educational achievement is evident for most students.

Each class has a data book and it was reported these help staff to understand where students are at and identify learning gaps. Data is used to differentiate the curriculum based on learning needs and to identify students for intervention and track and monitor student progress.

Data is being used to inform wave 1, 2 and 3 practices and there is an opportunity to further develop staff understanding in this area. Student support officers (SSOs) are heavily involved in implementing intervention programs and commented that data is used to select the right students for support. SSOs appreciated being guided by the teachers in how to support students and feel supported by the intervention coordinator.

Specialist teachers are using success criteria with students to know where they are with their learning and what they need to do to improve. Wellbeing data is being tracked and there is some early data indicating the number of students going to the office has decreased.

There is an opportunity to unpack with staff the purpose of data that is collected and identify which data sources they should use to inform their planning. Collaborative teams help staff make the connections between gaps in learning and what they must do in the classroom to address them. Leaders need to provide opportunities to facilitate joint discussions that identify the teaching strategies which result in improvement in student achievement growth and strengthen and embed them in practice. The school is well placed to effectively use the tools from the explicit instruction model to monitor the impact of teaching practice and plan next steps. There is a need to build staff capacity to analyse data and identify explicit teaching strategies for wave 1, 2 and 3 teaching practice.

Direction 3 Continue to build staff capacity to analyse data to inform planning of explicit teaching strategies to address the student instructional needs in wave 1, 2 and 3.

Outcomes of the External School Review 2021

The school has a supportive and inclusive culture with a cohesive team of educators who are committed to supporting students to do their best. Parents were very supportive of the school and the teaching staff and believe Flinders View Primary is the school of choice in the community.

The school has attended to culture and developed the narrative of “learning together for the future.” The school implements many strategies to support students to regularly attend, increase their engagement, and improve their learning outcomes. It was reported by staff and parents that the introduction of the wellbeing room has been an effective strategy to support students to reset and be ready to learn. Play is the Way program is implemented across the school to support students to self-regulate. Mentoring for students is another positive and supportive strategy to engage students. SSO mentors reported ownership and commitment to the mentor program.

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

- Direction 1** **Narrow the focus of the SIP and strengthen the alignment and precision of the challenge of practice with the actions and success criteria.**
- Direction 2** **Build staff capacity to embed common pedagogical practices that explicitly teach reading, writing and mathematics to improve teaching practice and student achievement.**
- Direction 3** **Continue to build staff capacity to analyse data to inform planning of explicit teaching strategies to address the student instructional needs in wave 1, 2 and 3.**

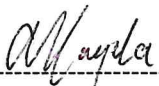
Based on the school’s current performance, Flinders View Primary School will be externally reviewed again in 2024.



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Anna Nayda
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Flinders View 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 24% of year 1 and 42% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

In 2019 the reading results as measured by NAPLAN indicate that 50% of year 3 students, 48% of year 5 students and 19% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5 this result represents an improvement from the historic baseline average and in year 7 this result represents a decline from the historic baseline average.

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

In 2019 no students achieved in the top 2 NAPLAN reading bands. For years 3, 5 and 7, this result represents a decline from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading no students from year 3 remain in the upper bands at year 5 and no students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019 the numeracy results as measured by NAPLAN indicate that 25% of year 3 students, 36% of year 5 students and 19% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents little or no change, for year 5 this result represents an improvement and for year 7 this result represents a decline from the historic baseline average.

For 2019 years 3 and 7 NAPLAN numeracy indicates the school is achieving lower than the results of similar groups of students across government schools and for year 5 are within the average range of students across government schools.

In 2019 6% of year 3, 0% of year 5 and 0% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents an improvement, for years 5 and 7 the result represents little to no change from the historic baseline average.

For those students in 2019 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 no students from year 3 remain in the upper bands at year 7.

