

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Glenelg 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 Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate and Suzie Sangster and Brenton Conrad, Review Principals.

Review Process

The following processes were used to gather evidence relating to the lines of inquiry:

- Presentation from the principal
- Class visits
- Observation of staff meeting, inclusive of team meetings.
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Governing Council representatives and Parents Leaders
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Glenelg Primary School caters for children from reception to year 7. Enrolment has increased over the last 5 years with 806 students in 2019. The school is at capacity and now has a capacity management plan. The enrolment at the time of the previous review was 770 students.

The school has an ICSEA score of 1063 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes 2% Aboriginal students, 4% students with disabilities, 24% students with English as an additional language or dialect (EALD), 6 children in care and 32% of families eligible for School Card assistance.

The school leadership team consists of a principal in the 10th year of her tenure, a deputy principal in the 5th year of his tenure, 4 assistant principals with responsibilities in the areas of technology, engagement and student wellbeing, Site Improvement Plan (SIP) implementation and teaching and effective learning. There are 43.2 teachers including 10 in the early years of their career and 16 Step 9/AST2/Lead teachers.

Previous ESR or OTE directions were:

- Direction 1** Ensure all students make expected or greater than expected growth by strengthening the focus on measurable learning outcomes.
- Direction 2** Increase the number of students demonstrating high-level outcomes by evaluating, documenting and embedding emerging successful practice.
- Direction 3** Accelerate the learning of all students by increasing the consistency of practice and coherence of curriculum, from the perspective of the learner, as they progress through the school from reception to year 7.
- Direction 4** Increase the proportion of students achieving in the highest proficiency bands by strengthening student influence on designing and evaluating their learning at a classroom level.

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

Glenelg Primary School (GPS) has demonstrated persistent attention to its improvement journey, evidenced by the continued progress in student outcomes since the previous review. A culture of striving for even better results was evident in all conversations. Leadership is held in high esteem by staff and parents. Leaders identify strategic human resourcing as one of the enablers of change. Dedicated attention to data analysis, building staff and leadership capacity, strengthening of intervention programs with a focus on stretch and higher band retention, and a move towards whole-school consistency have been at the forefront of intentional practice. There is evidence of work that has been aligned to the previous directions and leaders are well aware of aspects of those directions that need further attention. Structures within the school, namely teams, enable deeper pedagogical discussions and build consistency of effective practices at their year level. Many teams work to the strength of their members, and skills of specific staff are acknowledged with cross-team support provided when needed. The panel noted the collegiality and positivity of all stakeholders within the school community.

The school received recognition from ACARA this year for above average gains in reading and numeracy. An acknowledgement of which the school is rightly proud.

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?

Collaborative processes with staff and governing council have been instrumental in establishing the (SIP). There is clarity of the challenges of practice and required actions for improvement. It is evident that all stakeholders are positively engaged in the journey, with actions from the SIP goal of writing already noted as having positive impact. All teachers are following the 7 Steps in writing program and 1 teacher from each team is trialling Brightpath. All teachers have assessed students using the Brightpath assessment tool and this is visually displayed as a data wall. Repeating this assessment is scheduled for later in the year so that progress can be monitored.

The school has strengthened intervention programs over time that are data informed and focused on higher levels of learning. Significant resourcing from the school budget enables over half of the students at GPS to be involved in an intervention program for varied lengths of time. Some of the programs are research-based with pre and post testing, while others are teacher-managed and varied with less attention to measuring the learning to ensure impact. Staff are well aware that the focus is on shifting C students to a B and B students to an A. There is an expectation that the same subject will be taught in class while students are taken out of class to facilitate effective intervention. Data informed resourcing has led to establishing a phonemic awareness program, buying in speech pathologist time, sourcing a dyslexia program, purchasing decodable readers and employing 2 teachers to oversee intervention.

Attention to data ensures the school is consistently monitoring their progress and taking appropriate action. Leaders support staff in this process by providing data for discussion and meeting with released teachers to enable rigorous discussion of what the data identifies as requiring action. Some teams collect data beyond site expectations and regularly discuss and adjust their teaching based on those datasets. This is exemplary practice.

Direction 1 Ensure quality educational outcomes for all students by effectively evaluating the impact of strategies and actions through establishing ongoing systems of self-review where staff are actively involved at all stages of the process.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

Dedicated attention to stretch and shifting students into higher levels of learning is evident at GPS and conversations with students and staff demonstrate their understanding of this intention. Observed task designs demonstrated clear intentionality around differentiation of learning. Teachers were found to be collegial and have planning time together to develop engaging curriculum opportunities that cater for the needs of students. Whole-school agreements have been established in English and maths and teachers are embracing high yield strategies within their teaching practice.

The current focus on writing is explicit and very visible throughout the school. The panel observed a staff meeting where teams discussed the explicit teaching of the 7 Steps writing program and the work around this was evidenced during classroom walkthroughs. Teachers who use the writing scale from Brightpath to discuss with students how to improve their writing describe this as being a powerful enabler for student

improvement. The scale of writing achievement is displayed in the school's foyer to engage parents in the school's journey and build their understanding. Writing success is celebrated at assemblies.

Despite various levels of proficiency, the panel found ample evidence of learning intentions, success criteria, feedback and goal setting across the school. Learning intentions are more widely practiced than success criteria and are known by different names such as WALT/WILF or the What, Why, How questions. The school has further adopted a fourth question: 'What next'? Students were able to talk with the panel about what they were learning and why, however they were less sure of 'how they would know if they had been successful' other than the teacher tells them or they finish their work.

While the panel found many varied methodologies being used in maths across the school, it is noted that the school has demonstrated improvement in its NAPLAN numeracy data over the past few years and improving number sense is included as a SIP goal. Programs that stretch students mathematically are included as part of intervention processes across the school.

Direction 2 Ensure pedagogical coherence and seamless transition points for learners by ensuring that high yield practices are implemented and maintained consistently across the school, inclusive of the language of learning.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

Student leadership opportunities at GPS include Kids Council, class meetings, year 7 roles and responsibilities, annual student opinion surveys, peer tutoring and peer feedback. The year 7s are required to apply for leadership roles and be elected. These leaders were proud of their role within the school which included giving students a voice, resolving issues the best way they can and running activities.

The panel found pockets of good practice that incorporated student influence. Self and peer assessment and feedback to move learning forward were evidenced by the panel, with some teachers seeking feedback on their teaching in order to make adjustments. Building further skills and cohesion of these practices across the school is continuing work.

Similarly with goals-setting the panel found that all students had goals, however they were often broad and not regularly reviewed. Students spoke proudly of pre and post-test scores. Many talked of being 'in competition with themselves' to do better in their post-test. Using assessment during the learning process to set specific and timely goals for stretching learning is work yet to be undertaken. Teachers will need to further develop their formative assessment practices, shared with students, to enable them to benchmark their learning for the setting of SMART goals. Regular reviewing of goals and constructive feedback, which informs students of what they need to do to improve, will further enhance outcomes. Students who understand where they are at, and how to improve, become owners and instigators of their own learning.

Developing systems within the classroom where learning intentions, goals, feedback and success criteria become intertwined, using an agreed language of learning for GPS, is work yet to be refined. Leaders and staff acknowledge that authentic student influence continues to be an area of development for the school. It is evident however, that teachers are continuing to employ various strategies and are mindful of improving these practices.

Direction 3 Strengthen student agency in learning and provide opportunities for all students to be challenged through the setting of specific individual learning goals, and establishing clear learning intentions and success criteria which enable students to monitor, assess and co-plan their learning.

Outcomes of the External School Review 2019

Student achievement at Glenelg Primary School identifies the school as performing well. There is significant evidence to demonstrate that the school continues to strive for further improvement despite the gains already achieved over recent years. All stakeholders associated with the school demonstrate a growth mindset and positivity. Staff work collegially and collaboratively together and are focused on the school's improvement agenda. Leaders and staff do not shy away from areas that need further development and decisions are well informed by data and there is clarity of direction.

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

- Direction 1** Ensure quality educational outcomes for all students by effectively evaluating the impact of strategies and actions through establishing ongoing systems of self-review where staff are actively involved at all stages of the process.
- Direction 2** Ensure pedagogical coherence and seamless transition points for learners by ensuring that high yield practices are implemented and maintained consistently across the school, inclusive of the language of learning.
- Direction 3** Strengthen student agency in learning and provide opportunities for all students to be challenged through the setting of specific individual learning goals, and establishing clear learning intentions and success criteria which enable students to monitor, assess and co-plan their learning.

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



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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 2018, 73% of year 1 and 69% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

In 2018 the reading results, as measured by NAPLAN, indicate that 94% of year 3 students, 82% of year 5 students and 91% of year 7 students demonstrated the expected achievement under the SEA. For years 3 and 7, this result represents an improvement and for year 5 a decline from the historic baseline average.

Between 2016 and 2018, the trend for years 3 and 7 has been upwards, from 83% to 94% and 82% to 91% respectively.

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

In 2018, 64% of year 3, 29% of year 5 and 33% 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.

Between 2016 and 2018, the trend for year 3 has been upwards from 45% to 64% respectively.

For those students who achieved in the top 2 NAPLAN proficiency bands in reading, 45%, or 19 of 42 students from year 3 remain in the upper bands at year 5 in 2018 and 59%, or 20 of 34 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 87% of year 3 students, 84% of year 5 students and 89% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7, this result represents an improvement from the historic baseline average.

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

In 2018, 39% of year 3, 22% of year 5 and 28% 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.

Between 2016 and 2018, the trend for year 3 has been upwards from 23% to 39% respectively.

For those students who achieved in the top 2 NAPLAN proficiency bands in numeracy, 59%, or 13 of 22 students from year 3 remain in the upper bands at year 5 in 2018 and 65%, or 17 of 26 students from year 3 remain in the upper bands at year 7 in 2018.