

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Golden Grove Primary School

Conducted in July 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 Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate and Niki Takos and Vicki Stravinski, Review Principals.

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

Golden Grove Primary School caters for children and young people from reception to year 7. It is situated 22kms from the Adelaide CBD. The current enrolment is 714 students. Enrolment at the time of the previous review was 700.

The school has an ICSEA score of 1027 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 1% Aboriginal students, 6% students with disabilities, 10% students with English as an additional language or dialect (EALD) background, 2 children in care and 25% of families eligible for School Card assistance.

The school leadership team consists of a principal in their 1st year of their 3rd tenure. The school has three senior leaders – curriculum and intervention, wellbeing and pedagogy.

Previous ESR or OTE directions were:

- Direction 1** Continue to develop the use of student voice in learning to motivate, engage and increase aspiration and achievement in learning.
- Direction 2** Continue to focus on intentional teaching strategies to intellectually challenge students and incorporate a range of assessments to enable students to demonstrate higher-level learning.
- Directions 3** Incorporate the use of ICT across all year levels to deepen and stimulate the learning across the curriculum.

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

There is clear evidence the school has put in place a range of strategies to develop effective practices in relation to the previous directions.

The school has consistently provided professional learning over a number of years on formative assessment. It is evident across the school that teachers are applying this knowledge to respond to, and better meet, the learning needs of students based on the information they are receiving throughout the learning process.

Teachers are increasingly working with students to provide opportunities for intellectual stretch and challenge in their learning. Parents stated that teachers provide challenge for their children and students could identify ways in which they are challenged.

There have been resources to support the implementation of effective ICT practices across the school. There are a range of strategies staff are engaging with to communicate and report to parents, professional learning continues and staff value the opportunity to share strategies of effective and successful practice.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

The school uses a range of processes to support their improvement planning and implementation cycle. Leadership and staff stated that decisions are taken using evidence-based datasets. Staff stated that the development of the Site Improvement Plan (SIP) included extensive consultation and their opinions and feedback valued, leading to high levels of ownership and commitment to the plan. Regular reflection on achievements in relation to SIP priorities are routinely collected from staff. Parents are aware of the school improvement priorities and feel their opinions are taken into consideration as part of the planning and monitoring cycle. Parents stated that they have a high level of trust in the leadership and staff to take the decisions necessary in relation to this work. The staff are committed to improvement, both of student achievement and building their capacity, to best support students.

Professional learning communities (PLCs) have been restructured to focus on supporting the work of implementing action plans from the SIP. These groups are working with increasing autonomy but with support from a leadership team member. Considerable time has been provided through the use of several staff meetings each term and release time to support this initiative. Teachers are aware of the accountability and responsibilities they have in relation to the SIP and the work they undertake as part of the PLCs. Staff value the time these groups have been provided, however some PLCs are looking for further clarity of their role to ensure improvement is made. While PLCs have been a feature of the school, their use as a key driver in the implementation of the priorities in the SIP has strengthened. Developing clear measures of the impact of this strategy will be key for future decisions when reviewing and evaluating progress of the plan. While there has been some sharing in the work of these teams, continuing to find ways to deepen the conversations and critical collaboration, both within and across teams, would strengthen this work to build a collective picture and understanding in relation to the SIP goals.

Direction 1 Strengthen processes to clearly measure the impact of Professional learning communities in driving the priorities of the SIP, both within and across teams.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

It was clear from the principal that the school is working to develop effective and consistent pedagogy across the school. The school has developed clear agreements in literacy and numeracy. These along with a strategic approach to implementation have been valuable to support the learning. A focussed approach to professional learning has ensured the recent initiative in the use of formative assessment is now embedded across staff. The school is using a similar process in their focus on building common understandings and practices in maths. Professional learning is highly valued by staff and the wider school community, with one student mentioning the importance of their teacher attending training. Professional learning is closely aligned to the SIP priorities. SSOs commented on the opportunities they have to attend professional learning to build capacity in their roles. The restructure of the PLCs and the opportunity for teachers to work collaboratively with colleagues of like year levels is valued by many staff. Staff are sharing strategies and practice building an increasing understanding of each other's work and greater consistency of practice. Deepening these collegiate discussions towards authentic critical collaboration will continue to strengthen this work.

Students talked about the importance of having a growth mindset and the value of 'struggle' in learning new things. Students could provide examples of how their teachers challenge them in their learning and that they feel confident in tackling these tasks through support put in place, such as breaking the task into 'chunks'. Parents also expressed that there are opportunities for their children to be challenged in their learning. While there are examples of challenge for students many examples focused on an extension task to provide the stretch. Teachers shared strategies they use to provide students with opportunities to engage in task design. There is evidence of effective use of learning intentions and some use of individual student learning goals being used to support students in their learning. The breadth of knowledge and practices in relation to effective task design to challenge all learners and the consistent use of success criteria to inform and challenge students varies across staff. Strengthening common understandings and consistent practices in these areas, inclusive of using the existing staff expertise, is an area for further development.

Direction 2 Continue to build capacity of staff in developing effective task design to challenge and stretch all learners.

EFFETIVE TEACHING AND STUDENT LEARNING

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

There are clear processes, structures and expectations in place to support teachers to effectively support students through the collecting, analysing and monitoring of student data, PLCs are used to support and develop this work collectively. This is supported by the use of clear whole-school agreements in literacy, numeracy and the data schedule.

Students could identify how teachers assist them to improve, with a number of students sharing that effective feedback was important for their improvement. They could articulate the value of good feedback and that it provided them with what they needed to do next. Students shared that the chance to provide and receive feedback from peers is something that improves their work. Some students discussed the scaffolds the teacher has put in place for them to provide better feedback for their peers. This was also evident during class walk throughs. Teachers indicated a range of strategies they are using including verbal and written feedback, peer feedback, 1:1 discussions, pre and post-tests, immediate checking for understanding and exit slips. Parents stated they believe they have a good understanding of where their child is at with the information provided through the formal reporting processes.

The strategic implementation of professional learning, building common understandings and effective use of formative assessment practices across the school was clearly evident. During teacher discussions there was evidence of how teachers use data to inform their planning and how they respond by refining and modifying plans when checking for student understanding. Data, along with teacher consultation, informs decisions taken in relation to intervention processes for students. The effectiveness and depth of how teachers use data to inform intentional teaching is continuing to develop. The school is well placed to collectively strengthen work in this area.

Direction 3 Strengthen practices in collaboratively analysing assessment data to effectively inform intentional teaching and build teacher efficacy.

Outcomes of the External School Review 2019

There is a positive school culture with a focus on learning with evidence from all groups – parents, staff and students. Teachers and students clearly articulated the importance, and the consistent use across the school, of *growth mindset* and how this benefits overall learning. Clear processes and expectations to analyse data and track student progress are in place. PLCs are established to support and drive the work of analysing student data, collaborative planning and their work is closely aligned to the SIP priorities.

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

- Direction 1** **Strengthen processes to clearly measure the impact of Professional learning communities in driving the priorities of the SIP, both within and across teams.**
- Direction 2** **Continue to build capacity of staff in developing effective task design to challenge and stretch all learners.**
- Directions 3** **Strengthen practices in collaboratively analysing assessment data to effectively inform intentional teaching and build teacher efficacy.**

Based on the school's current performance, Golden Grove 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, 72% of year 1 and 72% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement for both year 1 and year 2 from the historic baseline average.

In 2018 the reading results, as measured by NAPLAN, indicate that 84% of year 3 students, 83% of year 5 students and 77% of year 7 students demonstrated the expected achievement under the SEA. For years 3 and 7, this result represents a decline and for year 5, this represents an improvement from the historic baseline average.

Between 2016 and 2018, the trend for year 3 has been upwards, from 75% to 83% respectively.

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

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

In 2018, 44% of year 3, 25% of year 5 and 23% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents little or no change from the historic baseline average.

For those students who achieved in the top 2 NAPLAN proficiency bands in reading, 47%, or 17 of 36, students from year 3 remain in the upper bands at year 5 in 2018 and 42%, or 10 of 24, 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 82% of year 3 students, 85% of year 5 students and 83% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 5 this result represents an improvement and for year 7, this represents little or no change from the historic baseline average.

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

In 2018, 31% of year 3, 18% of year 5 and 20% 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 19% to 31% respectively.

For those students who achieved in the top 2 NAPLAN proficiency bands in numeracy, 40%, or 6 of 15, students from year 3 remain in the upper bands at year 5 in 2018 and 63%, or 10 of 16, students from year 3 remain in the upper bands at year 7 in 2018.