

# External School Review

Reidy Park Primary School

Final School Summary Report

May 2023



Government  
of South Australia

Department for Education

# External School 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 our schools.

The External School Review framework is referenced throughout all stages of the review process.

This summary 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 summary report.

## Round table participants

Craig Scerri	Principal
Adam Box	Education Director
Katherine Holman	Review Officer

## Review team

Katherine Holman	Review Officer
Annie Mathews	Review Principal

## Post review meeting participants

Craig Scerri	Principal
Adam Box	Education Director
Katherine Holman	Review Officer

## Process

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

- Principal/leadership focused walkthrough
- Leadership discussion
- School Services Officer (SSO) forum
- Variety of teacher forums
- Student forums
- Class visits
- Curriculum documentation
- Governing Council forum with 6 members ranging from 2 to 6 years in association with the school.
- Review Officer conducted a Microsoft Forms staff survey aligned to the ESR framework and the SIP to determine collective understandings of implementing the actions and monitoring the progress of the School Improvement Plan (SIP).
- Examination of an extensive range of school documentation including a comprehensive overview of the processes used to develop and embed effective school improvement planning across the site.

### Impact of directions from the previous External School Review in February 2019

The leadership team has worked to improve teacher understanding of how school improvement plan priorities link to their work in classrooms. This work is supported by professional learning community leaders who work closely with leadership to monitor progress and guide future directions. Work has been undertaken over the previous 2 years to build processes for the effective operation of professional learning communities across the school. The focus has been to build teacher content and pedagogical knowledge, consistently use high impact teaching strategies and use data to target individual student needs through differentiation. The leadership team has outlined a specific school improvement plan monitoring routine based on the partnerships work with learning sprint cycles. This includes regular creation and reviewing of action plans, scheduled stand up meetings with Professional Learning Community leaders and a termly opportunity for professional learning community leaders to present and explain their work and results. This information provides evidence of impact in step 4 of the improvement planning process.

Direction 2 focus was to strengthen the practices in effective feedback for learning and setting individual learning goals which embed intellectual stretch and challenge. Staff use data to inform learning design, including planning low floor/high ceiling tasks/intentional differentiation to cater for individual One plans have individual learning goals. The setting of Individual and whole class learning goals is planned to occur in terms 3 and 4, 2023.

Strengthen the processes to support staff to collaborate more effectively and rigorously was the focus of direction 3. In 2022 Leadership staff engaged external experts to support the school in building a collaborative culture and develop PLC processes. They spent approximately 6 days working with the leadership team, level leaders and whole staff to upskill knowledge of these processes. PLC leaders became integral to the successful application of the collaborative process. As such significant resources were directed in upskilling these teachers through extra sessions with Gavin and engagement in teacher sprint training.

Expert teaching line of inquiry: How effectively are teachers using evidence-based pedagogical practices that engage, challenge and improve outcomes for all learners?

### Strengths and challenges

- The percentage of students achieving SEA in the phonics screening test has increased over time. In 2021 64% of students reached SEA and in 2022 73%. Staff attribute this improvement to a more consistent approach in implementation of the InitialLit and Heggerty programs.
- Pre- testing, questioning, discussions, observation, formative assessment and other data sources are being used to understand student prior knowledge and identify areas for explicit instruction.
- Year level PLCs use student achievement data to collaboratively plan, differentiate tasks, target their teaching, and identify strategies to support students. Planning proformas are used effectively across the school. There are opportunities to strengthen these practices, so they result in adjustments to explicit teaching and improves student understanding and achievement in learning.
- Groups of students from years 3 /4 and 5/6 described the structure of lessons in literacy and maths. They articulated an understanding of how teachers use their assessment data to group them. However, their individual data is not shared with them. There is potential to share this data, so students know what they did well and what could be improved.
- Learning intentions are embedded in practice and have been revitalised with the introduction of maths as a goal in the SIP and the use of the DfE units of work have supported this focus. Teachers and students reported using learning intentions and success criteria to support them with their work. Parents reported students understand how they can improve their grade through success criteria and rubrics. Teachers use learning intentions to let students know what they are learning and as a focus on small group instruction.
- There is some construction of writing success criteria with students in year 3 /4 resulting in students assessing their own learning to make it more meaningful to them. There are opportunities to build on this work.
- Teachers regularly moderate student work to ensure consistency of judgement. They collaboratively review tasks to ensure differentiation and challenge. There is potential to strengthen this work by sharing effective practice F to 6.
- There was limited evidence from teachers and students of individual learning goals except for students requiring one plans. One class had individual learning goals however it was not clear how they were used. There is potential to strengthen this work by co-constructing individual learning goals with students.
- Teachers identify target students below, at and above SEA and monitor learning growth in PLCs as a way of measuring the impact of their planning and teaching, however students and parents are not aware of this process.
- Teachers use a range of formative assessment strategies to check for understanding through lessons. Small group and individual instruction are offered as needed or to address misconceptions.
- Students and teachers talked about having challenging tasks that stretched them in their learning. Sometimes the level of difficulty is selected by the student, at other times it is-directed by the teacher.
- Currently there are limited opportunities for students to apply their learning to authentic contexts and could be further developed.
- In PLCs teachers reflect on strategies to encourage deeper learning and they are beginning to adjust planning and tasks accordingly.
- Teachers understand the focus of the SIP and are involved in tracking and monitoring progress in year levels but have little understanding of practices across the school. PLC presentations could be shared and celebrated with staff F to 6.
- Classroom scaffolds to support students are visible and include a bank of strategies that students can use to solve maths problems or improve comprehension.
- There are consistent practices across the schools in morning routines, expectations for behaviour and movement around the school.

### Potential next steps

- Use student data to construct individual learning goals in a cycle of identify, achieve and renew as currently learning is teacher directed.
- Build staff capability and understanding to intentionally provide opportunities for students to apply learning in authentic contexts.
- Strengthen teacher capability to differentiate learning tasks that provide stretch and challenge for students, through collaborative planning and reflective practices that result in improved learning design and adjustments to teaching practice.
- Share assessment data with students so they know their strengths, areas of weakness and next steps in learning.

**Direction 1      Strengthen teacher capability through collaborative planning and reflective practices to improve learning design that provides differentiation and ensures stretch and challenge for all students.**

Quality leadership line of inquiry: How well does leadership facilitate the effective delivery of a guaranteed, viable curriculum to sustain a culture of high expectations and continuous improvement in student achievement?

### Strengths and challenges

- The principal provided extensive documentation to the review panel with examples of planning templates, one plans and PDP's. During the walkthrough he demonstrated knowledge of individual teacher practice and the consistent practices that are visible across the school.
- A teaching and learning model that incorporates evidenced based practice, curriculum, pedagogy and assessment has been developed and is displayed consistently across the school. There are opportunities to build staff knowledge and understanding of the model and embed it in practice F to 6 to improve teacher efficacy and accelerate learning outcomes for all students.
- Mathematics weekly planners are used consistently across the site with the intent to deliver a viable curriculum. Scope and sequence documents support continuity of learning. Planners utilize the gradual release of responsibility model, incorporate differentiation, reflective practices, formative assessment, learning intentions and success criteria.
- Statements of Practice have been developed in Literacy and Numeracy to enable consistency and continuity of learning. These documents are evolving and are being updated to reflect current practice.
- Strategic structures have been put into place to appoint PLC leaders that drive the SIP improvement goal in Numeracy. These leaders meet with the leadership team each fortnight to report progress and are guided in continuing the improvement journey. As part of the model to develop effective PLCs each year level leader is required to provide a presentation regarding PLC progress to leadership. There are opportunities to amplify this process across staff F to 6 where effective strategies are shared and success is acknowledged and celebrated.
- PLC leaders reported collaborative planning is in its infancy, evolving and beginning to get some traction. There are opportunities to build on this work. It was reported by the DP and Band B leaders that through continuous reflection processes to move this work forward are refined and the pace adjusted to ensure consolidation of practice.
- The leadership team are participating in the Orbis Instructional Leadership course as a way of establishing a cohesive leadership team with a common understanding of effective practices that improves teaching and learning.
- Time has been provided for PLCs to explore the DfE Numeracy units of work and appropriate reference texts, collaboratively plan their teaching using the proforma provided and adapt curriculum overviews to the site context. PLCs use assessment data to inform their planning and to identify focus students whose progress is monitored and tracked. PLC leaders report student progress back to the leadership team.
- A coherent approach to curriculum planning and implementation is being developed through the work in PLC's, this will be supported through more intentional alignment of professional learning to the SIP
- Early Career teachers reported having mentors to support them, resulting in greater confidence in planning, classroom management and their ability to differentiate learning tasks.
- Teachers reported high expectations from leadership to plan collaboratively, improve teaching practice, use achievement data to monitor student learning progress. There is strong collaboration amongst year level/ specialist teacher teams. It was reported this is a supportive structure to share expertise and improve practice.
- SSO's reported they are explicitly directed in how to support students in the early years however this is not always the case in years 3 to 6 classrooms.
- Feedback is provided through the PDP processes. Incidental feedback is provided through PLC's and staff have utilized observations in the past to improve practice. Staff reported they don't receive explicit feedback that provides the next steps to improve teaching practice, this is an area for further improvement.
- PLC leaders receive feedback on the performance of the teams they lead and are helped to determine solutions to any barriers they are facing. They don't currently receive any feedback about the impact of their leadership of year level groups, what they are doing well and what they could do to improve. Providing explicit regular feedback is an area for further development across the school.

### Potential next steps

- Implement a range of formal and informal practices and processes to provide explicit feedback to teachers that results in improvements and adjustments to practice.
- Share PLC work and celebrate success R to 6.
- Build staff knowledge and understanding of the teaching and learning model embedding it in practice F to 6 to improve teacher efficacy and accelerate learning outcomes for all students.
- Provide SSO's with more consistent guidance in classrooms and strengthen opportunities for them to collaborate with teachers to support student learning.

**Direction 2      Implement a range of formal and informal processes to provide explicit feedback to teachers resulting in adjustments and improvements to practice that accelerates achievement for all students.**

Conditions for optimal learning line of inquiry: To what extent does the school promote, maintain and monitor a culture of learning and high expectations of achievement for all learners?

### Strengths and challenges

- The school values are known by staff students and parents and are referred to daily in most classes. The school has updated their vision statement however is not currently known by all. There is an opportunity to develop a common understanding of the vision with all stake holders.
- There are a number of consistent practices across the school that support wellbeing including welcome circles the zones of regulation. All teachers have established class expectations that are linked to the school values, displayed in classrooms and regularly reinforced.
- Comprehensive strategic action plans were presented to the panel incorporating wellbeing, positive behaviour, and literacy year 3 to 6 to support consistency of practice across the school.
- School documentation makes the expectations for teaching and learning explicit to all staff and builds in accountability to improve student learning outcomes.
- The Aboriginal learner achievement plan is documented and covers elements 1 to 5. The school is currently recruiting for an ACEO position. ATSI students have worked with the local community to design artwork that use the symbols that reflect the land and animals of local significance.
- Identified students participate in intervention programs supported by SSO's. Intervention consists of a combination of instruction in class and withdrawal from the class to participate in programs including mini lit multi lit and too smart.
- Students with disabilities are supported through IESP funding and one plans. Examples were provided to the panel. Staff are regularly monitoring progress against the learning goals.
- Student leaders enjoy their roles within the school and can articulate opportunities they have to influence decisions across the school and the qualities that are needed to be a successful applicant for a leadership position.
- There is a developing culture of continuous improvement and teachers are building their knowledge of and understanding of high impact teaching strategies There is potential to document these in school agreements to embed them in practice
- While staff demonstrated commitment to continuous improvement though their work in PLC's some staff felt limited ownership of the SIP. The review panel acknowledge this is influenced by high turnover of staff and the change in the priority from reading to numeracy. Staff understanding of the SIP is variable. They reported being actively involved in the implementation of actions, monitoring and review of progress The leadership team are mindful of providing adequate time to include staff in the review and development of the SIP to enable greater ownership and connection.
- Learning intentions, success criteria and rubrics support students to know what is expected of them in their learning. There is potential to develop increased student agency and ownership of their learning through implementing processes to develop explicit learning goals with students that identify their next steps in learning.
- Parents, staff and students reported there are high expectations for learning and students are expected to do their best.
- Parents reported that they are kept informed of student learning however they reported there is variability in the quality of communication between teachers. Parents are involved in events, there is potential to deepen their involvement and partnerships in learning. There is potential to strengthen these practices across the site through the development and sharing of Individual student learning goals.
- Currently staff are using pretesting and post testing to track student improvement in learning and monitor the impact of their teaching consistently across the site. There are opportunities to share student assessment data to co-construct learning goals that include a cycle to review and renew them based on students next steps in learning and that are routinely shared with parents. Development of individual learning goals builds on the work with learning intentions and success criteria currently being undertaken and has the potential to empower students to have greater ownership and engagement in their learning.

### Potential next steps

- Strengthen parent involvement in student learning.
- Strengthen the culture of continuous improvement by building teacher capability and collective understanding of high impact teaching strategies that engage and motivate students in their learning.
- Develop increased student agency and ownership of learning through implementing processes to develop explicit learning goals with students that identify their next steps in learning, strategies to achieve them and how they will know they have been successful.
- share student assessment data with students and parents and co-construct learning goals that include a cycle to review and renew them based on students next steps in learning and that are routinely shared with parents.

**Direction 3      Increase parent partnerships in learning by routinely sharing learning goals and success criteria that are co-constructed with students using their assessment data to identify the next steps in learning.**

## Summative comments

Students staff and parents expressed a high degree of satisfaction with the school. The structure to develop PLC's across the school is providing a vehicle to improve teacher planning and practices to design learning tasks that provide differentiation including stretch and challenge for all students. Processes such as the appointment of PLC leaders and the provision of time to work collaboratively are in place and building leadership capability across the school. Staff in these positions are extremely motivated and committed to improving learning outcomes for all students. Staff are endeavouring to improve consistency of practice across the school and working in collaboration to improve student learning outcomes for all students. There are opportunities to further develop an understanding of the continuity of learning foundation to year 6 and share successful strategies to improve learning outcomes for all students and celebrate success.

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

- Direction 1**      **Strengthen teacher capability through collaborative planning and reflective practices to improve learning design that provides differentiation and ensures stretch and challenge for all students.**
  
- Direction 2**      **Implement a range of formal and informal processes to provide explicit feedback to teachers resulting in adjustments and improvements to practice that accelerates achievement for all students.**
  
- Direction 3**      **Increase parent partnerships in learning by routinely sharing learning goals and success criteria that are co-constructed with students using their assessment data to identify the next steps in learning.**

**Based on the school's current performance, Reidy Park Primary School will be externally reviewed again in 2026.**

**Katherine Holman**

Review Officer

Review, Improvement and Accountability directorate

May 2023

