

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT
OFFICE FOR EDUCATION AND EARLY CHILDHOOD

EXTERNAL SCHOOL REVIEW

REPORT FOR ROSEWORTHY PRIMARY SCHOOL

Conducted in November 2016



**Government
of South Australia**

Department for Education
and Child Development

Review details

A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.

The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.

The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"

This Report of the External School Review 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.

The support and cooperation provided by the staff and school community is acknowledged. While not all review processes, artefacts and comments are documented, they all have been considered and contributed to the development and directions of this Report.

This External School Review was conducted by Helen Tunney, Review Officer, Review, Improvement and Accountability Directorate and Simon Harding, Review Principal.

Policy compliance

The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.

The Principal of Roseworthy Primary School has verified that the school is compliant in all applicable DECD policies.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2015 was 92.8%, which is marginally below the DECD target of 93%.

School context

Roseworthy Primary School caters for children from Reception to Year 7. It is situated 56kms north-east of the Adelaide CBD, and is part of the Goyder and Light ECD Partnership. Enrolment has increased over the last 5 years and the school is now zoned, with an enrolment of 220 students. The school is currently at capacity and in 2016 received a STEM grant. The school is classified as Category 6 on the DECD Index of Educational Disadvantage. The school's ICSEA score is 1013.

The school population includes 2.8% (6) Aboriginal students, 7.4% (16) students with a disability, 14.3% of families eligible for School Card assistance, 0.9% (2) students with English as an Additional Language or Dialect (EALD) background, and 3 children in care. In 2015, 42.9% of Reception students were identified as developmentally vulnerable in one or more domain of the Australian Early Development Index. This is up from 25% in 2012. Using the Middle Years Development Instrument, perseverance and absence of worries were identified as areas of concern for Year 6/7 students in 2015.

The school Leadership Team consists of a Principal in the first year of his second 5-year tenure at the school, a Senior Leader: Literacy and Students with Disabilities, and a Senior Leader: Numeracy. There are 15 teachers, including 3 in the early years of their career, and 11 ancillary staff. The school has access to 6 hours of partnership Aboriginal Community Education Officer (ACEO) time per week, and 7 hours of Pastoral Care Worker (PSW) time per week.

The school motto is: Together we learn, together we grow.

School Performance Overview

The External School Review process includes an analysis of school performance as measured against the DECD Standard of Educational Achievement (SEA).

Reading

In the early years, reading progress is monitored against Running Records. In 2016, 57% of Year 1 and 93% of Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents an improvement from the historic baseline average in both Year 1 and 2.

In 2016, the reading results, as measured by NAPLAN, indicate that 90% of Year 3 students, 89% of Year 5 students, and 83% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents little or no change from the historic baseline average. For Years 5 and 7, this result represents an improvement from the historic baseline average.

In 2016 Year 3 NAPLAN Reading, the school achieved within the results of similar students across DECD schools.

In 2016 Year 5 and 7 NAPLAN Reading, the school achieved higher than the results of similar students across DECD schools.

In 2016, 55% of Year 3, 26% of Year 5 and 26% of Year 7 students achieved in the top two NAPLAN Reading bands. For Year 3, this result represents little or no change from the historic baseline average. For Years 5 and 7, this result represents an improvement from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in reading, 50%, or 5 of 10 students from Year 3 remain in the upper bands at Year 5 in 2016, and 64%, or 7 of 11 students from Year 3 remain in the upper bands at Year 7 in 2016. For Years 3 to 5, and 5 to 7, this result represents an improvement from the historic baseline average.

Numeracy

In 2016, the numeracy results, as measured by NAPLAN, indicate that 90% of Year 3 students, 85% of Year 5 students, and 95% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Years 3, 5 and 7, this result represents an improvement from the historic baseline average.

In 2016 Year 3 NAPLAN Numeracy, the school achieved within the results of similar groups of students across DECD schools. In 2016 Year 5 and 7 NAPLAN Numeracy, the school achieved higher than the results of similar groups of students across DECD schools.

In 2016, 41% of Year 3, 11% of Year 5 and 36% of Year 7 students achieved in the top two NAPLAN Numeracy bands. For Year 3, this result represents an improvement from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy, 29%, or 2 of 7 students from Year 3 remain in the upper bands at Year 5 in 2016, and 89%, or 8 of 9 students from Year 3 remain in the upper bands at Year 7 in 2016. For Year 3 to 5, this result represents a decline from the historic baseline average. For Years 3 to 7, this result represents an improvement from the historic baseline average.

During the presentation by the Leadership Team, the panel heard that there has been evidence-based, significant improvement in student achievement at the school since 2010. The vision for school self-review and improvement during this period has been to continuously grow the effectiveness of teaching in order to achieve a united, consistent pedagogical approach Reception to Year 7, first in all aspects of literacy and then in numeracy. Teachers have been deeply supported through coherent, co-ordinated training and development, performance and development, teaming, and coaching, to analyse student achievement data to identify explicit intentional teaching points and finely differentiate instruction. Resources have been deliberately focused on only 1 or 2 site improvement targets at a time. Many gains in student learning have been made since 2010 and the school continues to aspire ever higher for the learning of each student.

Lines of Inquiry

During the review process, the panel focused on three key areas from the External School Review Framework:

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| Student Learning: | To what extent are students engaged and intellectually challenged in their learning? |
| Effective Teaching: | To what extent is assessment used to inform curriculum planning and instruction? |
| School Community Partnerships: | How authentic is the influence of students on their learning and throughout the school? |

To what extent are students engaged and intellectually challenged in their learning?

The panel found that a positive learning culture has been developed and bought in to by all stakeholders at Roseworthy Primary School. The school continues to aspire to higher levels of achievement for students. The whole school community has a common mission of continuous learning improvement for each student. Students told the panel that they value teachers' high expectations, and allocation of class time to do the work that they are set. Students could also articulate how they know they are doing well and what support is in place for them to improve, and enjoy the school rewards and celebrations of their achievements.

Parents value the strong and caring community, accessibility and pro-activity of all staff, a strong student learning-centred focus of the school, high levels of consultation and transparency, the 'wrap-around' approach to each child's learning (individualisation), cohesiveness and collaboration of staff, and staff upskilling of parents to help children.

In the staff meeting, each of 4 groups of teachers, SSOs and leaders identified the development of consistent whole-school approaches, and a narrowly targeted focus for change year-by-year, as the most significant high-yield change in the school over the past 3 years. Student literacy and numeracy learning is now strongly scaffolded for continuous growth in individual student achievement. This was verified to the panel by teachers, SSOs, students and parents. Teaching in literacy and numeracy is highly explicit and differentiated. This explicit development scaffolds all students through fluency into higher-order applications of reading, writing and mathematics. Teachers talked to the panel about needing to support students to transfer knowledge and skills to different contexts. Some teachers told the panel they are aware there is a need now to extend the quality of their literacy and numeracy design to other areas of the curriculum. Some teachers talked about shifting their explicit planning focus from lower to middle and higher-achieving students.

Extension (work that is higher-order, not more of the same) and ability grouping are being used as strategies in most classes for engagement and intellectual challenge of identified higher-band students. All teachers transform maths tasks to provide open-ended, problem-solving experiences for students that enable multiple entry points. Some teachers enable students to re-submit work based on the explicit feedback they have been given.

The panel concluded that, whilst much has been achieved to foster strong and continuous individualised student literacy and numeracy achievement, there is a dominant conceptualisation at the school that intellectual stretch and challenge is about identified middle and higher-band students, and explicit differentiation in literacy and numeracy. Additionally, teachers acknowledged that explicitness of their learning design has focused on literacy and numeracy, and there is a need for them to attend closely to design rigour in all learning areas. The school is well-placed to deploy its aspirational culture and apply its collaborative, evidence-based ways of working to address intellectual stretch and challenge for high-level student achievement across the curriculum.

Direction 1

Re-conceptualise, develop and enact a school agreement about intellectual stretch within a narrative of challenging, higher-order learning design for all students across all curricula.

To what extent is assessment used to inform curriculum planning and instruction?

At Roseworthy Primary School there has been significant improvement in systemic student literacy and numeracy achievement data since 2010. The panel was provided with clear evidence of literacy and numeracy data being used to establish a consistent school-wide approach to instruction. This was spoken about by leadership and verified by all other groups of stakeholders. Since 2011 there has been a significant targeting of resources to one or two major student achievement targets. This narrow and deep approach to improvement has been very successful.

The highly evidence-based, systematic approach to improvement is being sustained over time. Teachers are supported to continuously strengthen practice through training and development, coaching (modelling

and observation by experts in literacy and numeracy), improved data literacy, performance and development processes, and collaboration through professional learning teams. The coherence of this professional support is found to be highly effective. Teachers are held accountable for making changes, but are strongly and expertly supported to make the expected changes. This model of support includes SSOs and all teaching staff, including specialist teachers (health and physical education, science and Japanese).

Teachers are aware of the deepening effectiveness of their teaching, stating: “I am teaching better than I have ever taught before. I have never been a better teacher than what I am now, but there is always more to do”.

There is strong provision of Wave 2 interventions, and investment in upskilling of SSOs to deliver identified programs in which teachers are also trained to ensure productive links with Wave 1 teaching. The school has established clear protocols for early assessments of students whenever they begin at the school through targeted student data profiling. An individualised, ‘wrap-around’ approach to ensuring each student is quickly and authentically successful in learning at the school is aspired to and enacted. What individual students need to become authentically successful in learning is quickly identified and provided.

Teachers have become strongly data-literate, with an effective focus on developing explicit teaching in literacy and numeracy through an evidence base. All teachers now understand and apply an assess-plan-teach cycle in their practice, saying “Data informs everything we do.” Whole-school data protocols have been developed and critically evaluated. Students told the panel that they use data to identify that their learning is improving. Student goal-setting from data is valued by teachers as a strategy for self-challenge and stretch.

When the panel investigated the allocation of grades to students with strong literacy and numeracy skills, teachers talked about how the work in moderation they have done this year has challenged their thinking about their allocation of A and B grades. Some teachers talked about becoming more aware of the need to consider aligning A-E grade data with measures of literacy and numeracy, and the need to attend more to the information provided by such. Parents feel clearly informed about A-E grades in reports but value them less than teacher comments. The panel found that teachers remain very cautious in their allocation of A and B grades to students.

A next point of development for the school is to explicitly target the transference of higher-order student literacy and numeracy skills into all learning areas to ensure that all students’ A-E grades become consistently commensurate with their literacy and numerical fluency.

Direction 2

Engage the community in the development of a common, articulated understanding about high student achievement across the curriculum to foster teacher empowerment in the allocation of higher grades to reflect quality student learning.

How authentic is the influence of students on their learning and throughout the school?

Roseworthy Primary School, understanding the benefits to all and the positive impact on student learning of doing so, has attended explicitly to making links with parents that are focused on learning. Parents are upskilled through initiatives, such as, *Numeracy Evening* and *Partners in Print*, not just informed by them. Parents validated the value of this to them and to the strengthening of their children’s ties to the school.

Students identified learning as the thing they like most about school. Students told the panel that they use test results and data as evidence that their learning is improving. Students value the quality and constructiveness of the feedback they are given by staff, stating: “Teachers do not sugar coat things”.

Students value the extra support they get when they need it, as well as being able to give feedback to teachers about their lessons.

The work the school has done in student goal-setting, Reception to Year 7, within the narrative of growth mindsets, has been effective, with students who talked to the panel about setting SMART goals. Teachers and parents validated the motivational impact this work has had. Students could all tell the panel what their current goals are. Student goals are expressed as learning targets, designed to be measurable and

reviewed and celebrated regularly, at a minimum of once per term, but more frequently in some classes. Student goal-setting (which is tied to the 3-way interview) is scaffolded by teachers, and students have become increasingly informed about and skilled in goal-setting. Parents told the panel that they value this new interview process and can see its links to student goals and the school report.

The panel found that student agency and influence in learning and learning design is activated through strategies such as: individualised goal-setting, providing feedback to teachers about their lessons (*Plickers*), self- and peer-assessment, use of assessment rubrics, regular discussions about assessment data and achievement standards with students, activation of prior knowledge, and seizing teachable moments. However, these are not all used by all teachers, but all teachers use some of them. Deepening student agency in learning even further was identified as an area of development for the school by all groups of staff at the staff meeting.

Teachers told the panel about their use of a variety of strategies to develop student metacognition about the learning process (learning about learning), including *Cars and Stars* and ongoing conversations about how students solved problems and arrived at answers.

The normalisation of productive failure has been deeply embedded across the school through its engagement with the *Growth Mindsets* narrative. The panel was given evidence of this by parents, who talked about the support students give each other in learning, and students, who spoke positively and openly about the logic of and the benefits to their learning of receiving interventions. SSOs also told the panel about how willing students are to be withdrawn for their support times, and how proudly they share their improved test results, and show ownership of their learning.

The panel concluded that, so far, the work with student goal-setting at Roseworthy Primary School is very thorough and consistent Reception to Year 7, and has raised the community's collective consciousness about the power of harnessing student agency in learning. The panel could see that a logical next step for the school is to forge closer explicit ties more frequently for students between lesson learning intentions and success criteria, provision of explicit feedback, and the review of student goals to ensure these become consistently linked in all classes in the interests of developing powerful, academically aspirational learners over time.

Direction 3

Extend and deepen students' agency in learning to ensure each one develops over time as both self-managing in learning, and academically aspirational.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

Roseworthy Primary School is delivering growth in student achievement at or above the DECD Standard of Educational Achievement over time, as measured by several datasets. The Principal ensures highly effective regular and strategic self-review processes provide evidence-based and standards-driven findings which are acted upon.

There is shared vision, strategic planning, actions and interventions that are data-informed and sustained over time, and evaluation of programs and strategies to determine their effectiveness on student achievement and growth. Professional learning and performance development is translated into effective teaching across the school.

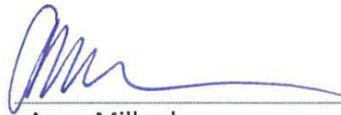
The Principal will work with the Education Director to implement the following Directions:

1. Re-conceptualise, develop and enact school agreement about intellectual stretch within the narrative of challenging, higher-order learning design for all students across all curricula.
2. Engage the community in the development of a common, articulated understanding about high student achievement across the curriculum to foster teacher empowerment in the allocation of higher grades to reflect quality student learning.
3. Extend and deepen students' agency in learning to ensure each one develops over time as both self-managing in learning, and academically aspirational.

Based on the school's current performance, Roseworthy Primary School will be externally reviewed again in 2020.



Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR,
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS

The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.



Matt Saunders
PRINCIPAL
ROSEWORTHY PRIMARY SCHOOL



Governing Council Chairperson