

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

EXTERNAL SCHOOL REVIEW

REPORT FOR CLOVELLY PARK PRIMARY SCHOOL

Conducted in February 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 Liz Matheson, Review Officer, Review, Improvement and Accountability Directorate and Paul Harmer, 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 Clovelly Park 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 87%, which is below the DECD target of 93%.

School context

Clovelly Park Primary School caters for children from Reception to Year 7, situated in the southern suburbs. The school has 2 area-resource special education classes and 6 classes to support students requiring Intensive English Language (IEL). This equates to 27.7% of the student population located in classes with specialist support for their learning.

The school opened in 1995, on the site of the former Mitchell Park Primary School, following the amalgamation of Tonsley Park and Mitchell Park Primary Schools. The enrolment in 2015 was 361 students. The school is classified as Category 3 on the DECD Index of Educational Disadvantage. The school's ICSEA score in 2014 was 1026.

The school population includes 7.5% Aboriginal students, 14% Students with Disabilities, 41% of families eligible for School Card Assistance, and 68% of students of Non-English Speaking Background (NESB). The number of students from NESB background has significantly increased from 159 in 2010 to 246 in 2015. There are 57 different cultures represented in the community consisting of 35 language groups. Arabic is the most common language other than English. Many students in the Intensive English Language Centre (IELC) transition into the school's mainstream classes during the school year. There were 5 students under the Guardianship of the Minister (GoM) in 2015.

The school Leadership Team consists of a Principal in the 4th year of her tenure at the school, a Deputy Principal who was appointed in 2013, a School Counsellor appointed in 2015, and an IELC Senior Leader appointed in 2012. There are 36 teachers, including 8 in the early years of their careers; that is, less than 5 years.

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 2015, 28% of Year 1 and 57% 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.

Between 2013 and 2015, the trend for Year 2 has been upwards, from 18% in 2013, to 57% in 2015.

In 2015, there were 13 students in Year 3 (36%), 5 in Year 5 (14%), and 6 in Year 7 (18%), who did not participate in the NAPLAN test. The Principal was able to show the Review Panel that most of these students were newly enrolled in the school or had transitioned into the mainstream class from the IELC class 2 weeks prior to the test. All of these students had low levels of reading and, consequently, it was

decided with their parents, that these students would not sit the NAPLAN. The school also has achievement data in relation to the DECD Language and Literacy levels, and frequently tracks the achievement progress of students as they transition into mainstream classes. The NAPLAN results need to be read with consideration to this context.

In 2015, the reading results, as measured by NAPLAN, indicate that 50% of Year 3 students, 56% of Year 5 students and 56% of Year 7 students demonstrated the expected achievement under the DECD SEA.

In 2015, 28% of Year 3, 19% of Year 5 and 12% of Year 7 students achieved in the top two NAPLAN Reading bands.

For those students who achieved in the top two NAPLAN proficiency bands in Reading, 5 of 7 students from Year 3 remained in the upper bands at Year 5 in 2015; and 1 of 4 students from Year 3 remained in the upper bands at Year 7 in 2015.

Numeracy

In 2015, the numeracy results, as measured by NAPLAN, indicate that 44% of Year 3 students, 53% of Year 5 students, and 50% of Year 7 students demonstrated the expected achievement under the DECD SEA.

In 2015, 6% of Year 3, 6% of Year 5, and 9% of Year 7 students achieved in the top 2 NAPLAN numeracy bands.

For those students who achieved in the top two NAPLAN proficiency bands in Numeracy, 1 of 6 students from Year 3 remained in the upper bands at Year 7 in 2015.

Lines of Inquiry

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

Effective Teaching: **How effectively are teachers supporting students in their learning?**
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?**

How effectively are teachers supporting students in their learning?

Between 2013 and 2015, the staff of Clovelly Park Primary School sought to develop a common pedagogical framework to underpin effective practices in reading and writing. This involved developing and implementing common language, using consistent data sets to inform teachers' planning, and providing challenge and rigour to students' literacy learning.

The common approaches are documented in the school's agreements, reflecting the various expectations of achievement and instructional foci at each year level. Students confirmed they know their reading levels and described the teaching of narrative and other text types. Students across classes talked about the scaffolded support teachers provide in learning English grammar to be able to write 'rich' sentences. They described strategies of syllabification, chunking, reading-on, and how to predict.

Teachers talked about pre- and post-testing and constant tracking of students' skills. The use of the Developmental Reading Assessment (DRA) has enabled teachers to explicitly teach deeper and more complex comprehension skills to students assessed as independent readers. This was acknowledged as a significant change of practice in the upper years.

As more students from the IELC classes have chosen to stay at Clovelly Park Primary School and transition into the school's mainstream classes after one year of intensive English, there has been a greater imperative for English as a Second Language (ESL) teaching in all classes. This transition occurs throughout the year. Teachers and leaders participated in the Literacy and Language course provided by a teacher from within the school. Additionally, the school has developed and implemented a comprehensive transition process to support students to make this transition from a smaller English language intensive setting to a larger class.

The student achievement in numeracy is lower than the outcomes in reading, including in the higher bands. Teachers have analysed the questions students answered incorrectly in the NAPLAN test and found that many relate to problem-solving and language-rich questions. A group within the staff applied for, and are being trained in numeracy pedagogy, which is helping to build their capacity to support students. Some students described how teachers put the maths into a 'narrative' to explain what the problem is, and then students are able to work it out. Teachers defined their learning journey to improve their numeracy teaching as 'developing', while they continue to trial teaching strategies, train others through their collaborative teams and document common practices and expectations.

The strategic direction of the school from 2016 to 2018 aims to develop 'powerful learners.' The panel sought to find out from teachers if there was a common understanding of what this means and how their pedagogical practices in the classroom support students to develop these dispositions to learning. Teachers across the school talked about the importance of having high expectations and a belief that, irrespective of their background, students can achieve and progress towards standards and goals. The panel was provided with examples of practices in Special Classes, in Junior Primary, in IELC classes and throughout the school where teachers have intentionally acted to develop students' independence, greater responsibility for their learning and a growth mindset.

The use of an inquiry approach in Humanities and Social Sciences (HASS) and science is a common practice across the school. The steps underpinning the approach are visibly displayed in classrooms. When teachers start a topic, they find out what students know by activating their prior knowledge. This is followed by the construction of a key inquiry question. This approach hooks students into the learning process, helps to develop their engagement and allows for multiple entry points. The panel sighted examples of this approach being used in the Junior Primary class as well as in IELC, as teachers provided the appropriate level of scaffolding and modelling.

A pedagogy that teachers use to stretch and motivate students relates to goal-setting. This approach is being used in all classes and is data-informed. Students are advised of the standards relevant to their year-level and then set goals of what and how they will make progress to meet or exceed the standards. Teachers work with students to modify their goals. In some instances, they help students to set more achievable goals, depending on their diagnosed learning needs. The degree to which the goals are reviewed and modified varies and many teachers described this practice as 'developing'.

The panel concluded that the pedagogies described above were supporting, engaging and stretching students.

Direction 1

Strengthen effective pedagogies that support intellectual stretch and challenge so that they become embedded into daily practice.

Prior to 2013, the Information Communication Technology (ICT) network was non-functional as the hardware and software were outdated. A survey in 2013 of staff perceptions of students' ICT Capabilities placed most students at the school as minimally proficient. The 2013 to 2015 School Improvement Plan identified ICT as one of the four school priorities with the expressed aim of improving the resources, providing professional learning and increasing the use of ICT in the teaching and learning process.

A school review at the end of 2015 revealed that the school has a more reliable and functional ICT network, with greater access to mobile technology and technical support. The security policies and practices have been addressed. This was seen by the school as critical as so many students come from vulnerable

backgrounds.

At Clovelly Park Primary School, visual scaffolding supports learning as so many students are learning English or have been diagnosed with speech and language difficulties. During the External School Review students were asked about the extent that ICT is used to support their learning. This was described as minimal and provided mainly for inquiry research and presentation of work.

The 2016 to 2018 School Improvement Plan has continued to identify the use of ICT (digital technologies) to support student learning as a key priority. The aim is to foster innovative pedagogical practices across the curriculum and develop greater proficiency in the ICT General Capability. The External School Review Panel endorses this decision. The development of this priority area also supports the inquiry approach used across the school, and lends itself to building student leadership and influence in the learning process.

Direction 2

Develop and sustain students' engagement by building teaching capacities to utilise ICT in learning tasks, inquiry pedagogy and student leadership development.

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

Teachers at Clovelly Park Primary School are implementing formative assessment practices. Students of all ages were able to describe the no hands-up policy, and the use of cups to show teachers when they were struggling or did not understand. They reported that in these instances teachers help the individual or, in situations where there is a group of students not understanding, teachers show examples, share what they are thinking (that is, use metacognition) or even get peers to explain. Teachers told the Review Panel that this approach was making students more responsible for their learning. It also revealed misconceptions in a timely way and enabled teachers to correct this thinking. Peer and self-assessment practices were evident, and the use of transparent criteria or rubrics helped students know what was expected in their work. The degree that students could articulate what they needed to do to improve varied.

All teachers in DECD are expected to grade and report student achievement in relation to the Australian Curriculum Achievement Standards (that is, A to E grades or equivalent). An analysis of the school-based grading revealed that there may be inconsistencies between teachers in allocating grades. The design of assessment criteria and tasks is critical to fostering intellectual stretch. This also needs to be reflective of the big ideas underpinning the subject discipline, rather than the narrow focus on the content of the topic. The school and local DECD Partnership have identified task design and moderation for consistent grading as priorities for on-going development.

Direction 3

Continue to work on explicit assessment criteria, task design and moderation within the school and DECD Partnership.

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

Student engagement and wellbeing has been a school priority since 2013. The school has developed whole-school approaches to *Play is the Way*, child protection curriculum, *Kids Matter*, school values, and restorative practices. The Governing Council was aware of the *Kids Matter* initiative and is represented on a committee, which will consider the survey responses from students and parents. Students talked about programs that the school provides to match individual needs. A review in 2015 showed a decrease in violent behaviour and bullying and high satisfaction of staff with consistent behaviour processes, support, interventions and expectations.

At a classroom level, teachers are building greater student influence in their learning through the use of SMARTER goals, peer teaching within and across classes, and through students being involved in co-

constructing assessment rubrics in the upper years. Many teachers show students the results of their tests and assessments. This is critical for students whose attendance is more spasmodic, so that they regularly see their progress in small steps, to build the view of themselves as learners. Teachers are striving to develop students' capacity to articulate what they are learning and how they learn.

Additionally, the school has developed student voice through the establishment of class meetings and a Student Representative Council. The School Improvement Plan 2016 to 2018 indicates that the school plans to review student voice through the Kids Matter Team to promote greater engagement with the students.

Research shows there is a link between the improvement of educational outcomes and student involvement in school-based decisions that impact on their daily life. The benefits do not come from just hearing student views and opinions, but in how teachers, leaders and schools, as a whole, respond to their input, and work with them to realise their ideas.

The Review Panel saw and heard many examples of how student identity and cultural and linguistic diversity are viewed as a positive asset to the school and are valued in the learning process. The Review Panel concluded that this culture should continue to be fostered. Furthermore, closer alignment of student voice to the school priorities would strengthen student engagement.

Direction 4

Strengthen student influence on their learning and throughout the school and align the work of student voice more closely with the school priorities.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

Clovelly Park Primary School has a culture of improvement. Teachers and parents spoke about the change from a closed, teacher-centred environment to one of learning, improvement and student focus. The self-review and planning processes are well embedded into school practices so that strategic directions are owned by the staff and Governing Council. The professional learning and instructional support has been instrumental in building common and coherent practices in pedagogy and planning. Achievement and perception data is used by the school to inform strategic directions and by teachers for classroom planning and for monitoring progress at an individual student level. The school leadership has successfully built greater collective responsibility for student outcomes and wellbeing.

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

1. Strengthen effective pedagogies that support intellectual stretch and challenge so that they become embedded into daily practice.
2. Develop and sustain students' engagement by building teaching capacities to utilise ICT in learning tasks, inquiry pedagogy and student leadership development.
3. Continue to work on explicit assessment criteria, task design and moderation within the school and DECD Partnership.
4. Strengthen student influence on their learning and throughout the school and align the work of student voice more closely with the school priorities.

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



Tony Lunness
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Jayne Johnston
CHIEF EDUCATION OFFICER

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.

Julie Bishop
PRINCIPAL
CLOVELLY PARK PRIMARY SCHOOL

Governing Council Chairperson