

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Angle Vale Primary School

Conducted in September 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 Greg Graham, Review Officer of the department's Review, Improvement and Accountability directorate and Suzie Sangster, Review Principal.

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
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Angle Vale Primary School caters for children from reception to year 7. It is situated 35kms from the Adelaide CBD. The enrolment in 2019 is 531 students. Enrolment has increased over the last 5 years. The enrolment at the time of the previous review was 483.

The school has an ICSEA score of 974 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 5% Aboriginal students, 15% students with a verified disability, 5% students with English as an additional language or dialect (EALD) background, 11 children in care and 22% of families eligible for School Card assistance.

The school leadership team consists of a principal in the second year of their tenure at the school. The school has 4 senior leaders including a deputy principal (intervention and support services), an assistant principal (student wellbeing), and 2 coordinators (literacy and numeracy).

Previous ESR or OTE directions were:

- Direction 1** Provide intellectual challenge to students, by teachers engaging in collegial planning too design learning opportunities that enable processes of inquiry and critical thinking.
- Direction 2** In order to meet the needs of all learners, build teacher capacity to use valid data diagnostically to design teaching and learning that is responsive and differentiated.
- Direction 3** Embed consistent, contemporary pedagogy through the implementation and documentation of Performance and Development and Professional Learning processes that align with the school's pedagogical agreements.
- Direction 4** To better enable students to have influence over decisions that affect them and their learning conduct a collective review of the structures, processes and strategies that exist across that school and within classrooms, to identify and embed effective practice that progresses authentic student voice.

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

The current principal has been in their position for 18 months and has led the implementation of the previous directions. It was evident to the panel that there has been intentional actions to address the four directions of the previous review.

Collegial planning in the school has been implemented through a two-tiered professional learning model, via professional learning committees (PLCs), focussing on year level based planning and whole-school learning in formative assessment strategies. The regular involvement of the SLLIP consultant has supported staff with their understanding of the learning design process, and guided staff in their involvement as transforming task teachers (TTT) or transforming task observers (TTO).

The use of data to diagnostically design teaching and learning has been achieved through the analysis of PAT data, Phonics testing, using a conceptual maths approach, participation in Brightpath and a dedicated writing system, and more recently, undertaking a whole-school morpheme and grapheme spelling strategy.

The implementation and documentation of Professional Development Program (PDP) plans in the learning processes involves extensive upskilling for teachers and SSOs based on a whole-school approach to teaching, spelling and reading. The use of an educational consultant targeting phonetic instruction, and metacognitive processes to teach language rules has developed the teaching knowledge and capacity of teachers and SSOs. The appointment of two curriculum coordinators has enabled the continual development of literacy ensuring that intentional and explicit teaching practices are consistent.

The recent appointment of a wellbeing coordinator has initiated a structured system to increase student voice via student leaders, and student monitors at both the classroom and whole-school level. The practical social skills program to address personal and social capabilities was evident across the school.

The review panel recognised that elements of the previous directions are still relevant but acknowledge that the school has undertaken responses to address and further build on this work already undertaken.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

To what extent has the school drawn on evidence of best practice to determine strategies and actions for improvement?

The Site Improvement Plan (SIP) identifies a synthetic based approach in teaching literacy and numeracy. It was evident to the panel that the changing of teaching practice has been intentional, strategic and suitably resourced. The change has been based on reviewing the achievement trends in literacy over time. The school has implemented an evidenced-based morphographic spelling approach and practice across the whole-school. The Challenge of Practice in spelling underpins the professional learning and explicit teaching activities across the school. The appointment of a literacy coordinator to oversee the introduction, provision of training and to maintain the momentum and accountability of this program has been valued by teachers and SSOs.

The school uses a comprehensive mathematics program that offers multiple methods to assess mathematical understanding, fluency of skills, the application of mathematics using real problems, open investigations and enrichment activities. The review panel observed the daily use of this program and recognised the positive impact on maths knowledge, skills and use.

The intervention support provided is targeted and referenced to One Plan strategies and goals. SSOs are deployed in all classes focussing on intervention support in phonics, reading and spelling. All stakeholders acknowledged and valued the support offered to students. The introduction of an interoception room to support the wellbeing of students is a new initiative.

Future steps to consider include further strengthening teacher capacity at staff meetings or within learning teams, through the use of coordinators as a means to continually support the up-skilling of teachers and SSOs. The next pedagogical process to consider is the exploration and building on the success of the pedagogical work already done in the spelling strategy and transferring this to reading, numeracy and the integration with other curriculum areas.

Direction 1 Transfer the pedagogical and curriculum practices in reading into other areas of the curriculum.

EFFECTIVE TEACHING AND STUDENT LEARNING

How effectively are teachers using the Australian Curriculum and SACE to support and improve student learning?

The recent restructure of year level teams has enabled collaborative planning with strong evidence of the collegiality of staff across the school and in particular within year level teams. The support of curriculum coordinators has been valued by staff in providing advice and leadership in curriculum development and implementation.

The whole-school agreement in literacy and the adoption and implementation of specific programs in spelling and mathematics, has enabled a consistent approach in teaching practice. Staff reported that there were a number of writing programs used across the school, however the review panel recognised that the consistency of implementation of these programs varied amongst teachers and year level teams.

The review panel identified pockets of collaborative actions taken amongst some teachers in the analysis of data, planning with data, using common assessments and moderating of student work. The vast majority of staff indicated that they were seeking more consistency and collaboration amongst the staff with their planning and teaching.

SSOs were unanimous in understanding their responsibilities in improving student learning. SSOs indicated that their inclusion in professional development has empowered the efficacy and effectiveness of their work and the collaboration between the teachers and SSOs.

Future considerations include how the learning teams can work more cohesively to enable greater collegiality and connection within their year level groups and other year level teams. Drawing on the skills and expertise of particular staff to share and lead good practices in curriculum planning across the school would be helpful. The next steps for the school to explore is to collectively review and agree upon whole-school pedagogical practices.

Direction 2 **To ensure seamless transition points for all learners, develop and embed whole-school pedagogical coherence particularly with English and mathematics in the first instance.**

EFFECTIVE TEACHING AND STUDENT LEARNING

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

The principal reported that the work conducted throughout the school is strongly based on evidence-based educational research, and quality datasets. The principal and teachers regularly cited and used formative assessment strategies in planning to include elements in strengthening the connections between teaching and learning.

Differentiated teaching strategies varied across the school with pockets of strengths in some year level teams. A bias towards differentiating for intervention was noticeable. Responses from the student body indicated that ability group work was the main forum for differentiating the work in spelling, reading and math. Students indicated that some classes offer extension work through the use of harder examples, different year level work or a problem challenge.

Formative assessment processes varied amongst teachers with the vast majority of staff successfully implementing learning intentions and success criteria. Students recognised the purpose of learning intentions and that success criteria tells them what they needed to do. The link and use of learning goals to the learning intention concept were known, but not consistent across the school.

Feedback to students about their work varied amongst teachers with the main strategy being oral feedback with some teachers also providing written feedback, rubrics and conferences with older students. Some teachers use student self and peer assessment strategies with some classes also using rubrics to illustrate what a student needs to do to achieve a higher grade.

With a focus on effective teaching for all learners, the next steps in the PDP processes is to develop a collective understanding of differentiated teaching and strengthen teacher understanding of formative assessment. By strengthening teacher knowledge in all elements of quality task design it will further develop and embed effective and consistent pedagogical practice in curriculum planning across the school.

Direction 3 **To meet the learning needs of all students, implement approaches that integrate and effectively embed a formative assessment and feedback cycle to drive pedagogical improvement in planning and instruction.**

Outcomes of the External School Review 2019

It was evident to the panel that Angle Vale Primary School demonstrates effective use of the improvement planning and monitoring process to raise student achievement. Effective leadership provides strategic direction, planning and targeted interventions. Planning processes are evidence-based and targeted. Teacher and leader practice is positively impacted by effective systems that build capacity and the school is providing effective conditions for student learning. The influence of the previous directions is evident throughout school.

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

- Direction 1** Transfer the pedagogical and curriculum practices in spelling into other areas of the curriculum.
- Direction 2** To ensure seamless transition points for all learners, develop and embed whole-school pedagogical coherence particularly with English and mathematics in the first instance.
- Direction 3** To meet the learning needs of all students, implement approaches that integrate and effectively embed a formative assessment and feedback cycle to drive pedagogical improvement in planning and instruction.

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



Andrew Wells
A/DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS

Sharon Rich
PRINCIPAL
ANGLE VALE PRIMARY SCHOOL

GOVERNING COUNCIL CHAIRPERSON

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, 62% of year 1 and 78% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change for year 1, and an improvement for year 2, from the historic baseline average.

In 2018, the reading results, as measured by NAPLAN, indicate that 78% of year 3 students, 77% of year 5 students and 78% 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, 5, and 7 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2018, 28% of year 3, 15% of year 5 and 20% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents a decline from the historic baseline average.

Between 2016 and 2018, the trend for year 5 has been downwards, from 26% to 15%.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in reading, 39%, or 5 out of 13 students from year 3 remain in the upper bands at year 5, and 53%, or 8 out of 15 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 69% of year 3 students, 77% of year 5 students and 80% of year 7 students demonstrated the expected achievement against the SEA. For years 3 this result represents little or no change, and for years 5 and 7, this represents an improvement from the historic baseline average.

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

In 2018, 24% of year 3, 10% of year 5 and 4% 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 11% to 24%.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 40%, or 2 out of 5 students from year 3 remain in the upper bands at year 5, and 13% or 1 out of 8 students from year 3 remain in the upper bands at year 7.