

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Whyalla Stuart Primary School R-7

Conducted in November 2021



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 Julie Bishop, Review Officer of the department's Review, Improvement and Accountability directorate and Lynette Simons, Review Principal.

Review Process

The following processes were used to gather evidence relevant to the lines of inquiry:

- Presentation from the Principal
- Class visits
- Attendance at staff meeting
- Document analysis
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Services Officers (SSOs)
 - Student representatives
 - Teachers.

School context

Whyalla Stuart Primary School R-7 caters for students from reception to year 6. It is situated 400kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 86. Enrolment at the time of the previous review was 106. The local partnership is Whyalla.

The school has a 2020 ICSEA score of 766 and is classified as Category 1 on the Department for Education Index of Educational Disadvantage.

The school population includes 56 % Aboriginal students, 16 % students with disabilities, 0% students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 70% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 4th year of tenure, a Band 2 Leader Wellbeing, Engagement & Support, a Band 2 Leader – Literacy and Numeracy Coach, AET/Intervention.

There are 6 teachers including 2 in the early years of their career and 0 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** **Develop and implement consistency and congruence in what high expectations look like for individuals and classes.**
- Direction 2** **Develop and embed processes to collaboratively develop tasks that will provide opportunities to differentiate learning for groups and individual students across all learning areas.**
- Direction 3** **Align and embed professional development with the AITSL Standards which are informed by student data sets and used to inform effective pedagogical practices.**
- Direction 4** **Staff to collaboratively develop competence in the collection, collation, entering and analysis of data to inform instruction and effective pedagogical practices for students at Whyalla Stuart Campus R-7.**

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

Direction 1: Educators can articulate the expectation that all students have 1 year's growth for 1 year's teaching. They provide evidence to support each student's progress and can explain 'the why', 'the how' and the 'where to next'. The Senior Leader, Literacy and Numeracy has conducted informal walk-throughs and formal observations each term with a focus on reading, phonological awareness and oral language instruction as per the current SIP. Oral and written feedback has been given after each observation. Teachers have been trialing the Dept's new curriculum resources. Moderation of learning tasks for years 5-7 has occurred in staff meetings and at a pupil free day promoting discussions about quality of learning tasks to enable students to achieve higher grades. Whole-school implementation of a scope and sequence phonological and phonemic awareness program has enabled students to improve their achievement in reading and writing. This was modelled, co-taught and followed up with observations throughout the year by the Senior Leader. Levelled literacy intervention and phonics intervention have been implemented with identified students across the school, supported by a 0.4 teacher.

The literacy agreement has been refined and is now a document that describes the expectations of each educator and the structure of literacy blocks. The development and implementation of the numeracy agreement was finalised this year.

Direction 2: Learning intentions and success criteria are consistently used in every classroom. Agreed wording is used in reception-Year 2 classes and similarly in Year 3- 7. Planning templates used by staff must include the learning intention and success criteria for a unit of work and/or a series of lessons. The goals in One Plans for Aboriginal learners, students with a category of IESP funding, and students with any accommodations are set and reviewed as new data sets become available. Data is analysed and each teacher plans for the next steps in learning. It is intentional and explicit. Collaborative moderation has enabled teachers to analyse learning tasks and discuss the appropriateness for students at each year level.

Direction 3: In 2020 the school continued to work in partnership with personnel from the learning improvement division (LID) and a culture of professional learning continues to focus on improving pedagogical practice. The staff learning planner designed by leadership each term, strategically plans for professional development that focuses on analysis of specific data sets, which concludes with a commitment to action by each teacher in the form of a 'sprint' over a set number of weeks. The Senior Leader, Literacy and Numeracy has been instrumental in leading this work.

Direction 4: All student data is entered into shared Microsoft Teams files. Each teacher is responsible for entering their student data as per the schedule. All educators can view whole-school data and are provided opportunities in staff learning times to share the how, why, and what next aspects of it and what changes (if any) need to be made to teaching practice.

Lines of inquiry

Effective school improvement planning

How well does the school use evidence from student achievement and growth data to inform relevant and high impact goals and targets for improvement?

Monitoring the progress of the SIP was led by leadership with key actions being the collective responsibility of all leaders and staff. Student achievement and growth data is analysed by leadership and professional learning teams each term and is subsequently used to develop and refine One Plans. Student learning goals are established on a termly basis.

A range of strategies that provided a significant positive impact in informing goals and targets for learning, included but was not limited to the following: targeted and regular professional learning, explicit teaching, ongoing analysis of data and the implementation of the school data collection schedule.

Reflections from staff included the consistent teaching of phonological awareness having a significant positive impact on learning, resulting in high levels of engagement of students across the site.

The analysis of data and subsequent differentiation was identified by staff as being a significant positive impact on learning outcomes across the site.

Staff identified a range of strategies through the implementation of effective pedagogical practices via Big ideas in Number (BiN) resulting in a significant positive impact across the site.

The school is subsequently well placed to:

- provide ongoing opportunities for all students to demonstrate learning at higher levels
- plan opportunities to track and monitor students achieving above SEA
- identify and implement effective assessment tools to track and monitor reading comprehension across the site
- identify and implement an evidence-based assessment tool for maths
- embed planned and frequent opportunities for staff to moderate within and across year levels and areas of study.

The panel noted a strong collective responsibility and commitment to ongoing improvement. The school is subsequently well placed to identify and implement evidence-based assessment tools to inform relevant high impact goals for ongoing improvement across the site.

Direction 1 To identify and implement evidence-based assessment tools to inform relevant, high impact goals for ongoing improvement.

Effective teaching and student learning

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

There is a strong commitment from staff to ensure ongoing improvement. The staff are provided with significant support from the literacy coach to strengthen the analysis of data and evidence to inform and refine next steps in teaching. This support is provided via planned staff meetings and classroom observations twice per term for teachers.

- Staff are also supported to undertake moderation across the site in literacy and numeracy in terms two and four. Goals are set for small groups of students during moderation meetings where their progress is closely monitored. Teachers identified a variety of feedback processes to support and motivate and extend students in their learning. In a survey undertaken during the external school review 75% of staff identified that they adapted their planning in response to feedback from students to a high extent.

When discussing how to improve the use of student data and evidence to refine teaching, staff identified the following:

- specialist teachers identified that planned opportunities to collaboratively work with class teachers to ensure consistency in the use of data to refine teaching would be beneficial
- develop and embed consistency across the site in evidence-based tools to inform and refine teaching.

When discussing consistency of judgement in moderating student work to allocate grades teachers reported that the work undertaken in the partnership had been very beneficial. Teachers indicated that they would appreciate planned opportunities to continue this work with peers from other sites. The literacy coach has supported staff to undertake moderation in literacy and numeracy in term two and literacy in term four.

Staff identified the need to ensure that all students have planned opportunities to display learning at higher levels. Sixty three percent of staff when reflecting on a recent unit of work identified that providing students with the opportunity for students to be stretched in their learning was an area for further development.

The school is well placed to undertake this significant work.

Direction 2 To provide planned opportunities for teachers to collaboratively analyse assessment and feedback data to inform differentiated learning and instruction.

Outcomes of the External School Review 2021

Whyalla Stuart Primary School R-6 is to be commended for the significant work undertaken in the development of effective pedagogical practices across the site. The current work undertaken in literacy will strengthen the collective efficacy of all staff and provide consistency and congruence across the site.

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

- Direction 1** To identify and implement evidence-based assessment tools to inform relevant, high impact goals for ongoing improvement.
- Direction 2** To provide planned opportunities for teachers to collaboratively analyse assessment and feedback data to inform differentiated learning and instruction.

Based on the school's current performance, Whyalla Stuart Primary School R-7 will be externally reviewed again in 2024.



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Linda Weetra
Principal
Whyalla Stuart Primary School R-7

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).

In considering the data below there needs to be some caution in making a judgement due to the low numbers represented in the student cohorts at the school. This is done for two reasons: to overcome the anomalies that may occur in any one year and to minimise the possibility of identifying individuals in any small cohort of students. The data below represents a summary of the aggregated data from 2016-2021.

Reading

In the early years reading progress is monitored against Running Records. In 2020 13% of year 1 and 0% of year 2 students demonstrated the expected achievement against the SEA.

Between 2016 and 2021 the reading results as measured by NAPLAN indicate that 46% of year 3 students, 29% of year 5 students and 30% of year 7 students demonstrated the expected achievement against the SEA.

For 2021, year NAPLAN reading the school is achieving higher than the results of similar students across government schools.

Between 2017 and 2021 the school has consistently achieved lower in year 5 NAPLAN reading relative to the results of similar groups of students across government schools.

Between 2016 and 2021, 10% of year 3, 0% of year 5 and 0% of year 7 students achieved in the top 2 NAPLAN reading bands.

Numeracy

Between 2016 and 2021 the numeracy results as measured by NAPLAN indicate that 30% of year 3 students, 24% of year 5 students and 26% of year 7 students demonstrated the expected achievement against the SEA.

Between 2017 and 2021 there has been no trend for years 3, 5 and 7.

For 2021 year 7 NAPLAN numeracy the school is achieving lower than the results of similar groups of students across government schools.

Between 2017 and 2021 the school has consistently achieved lower in year 7 NAPLAN numeracy relative to the results of similar groups of students across government schools.

Between 2016 and 2021 10% of year 3, 0% of year 5 and 0% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents little or no change from the historic baseline average.