

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Salisbury Primary School

Conducted in November 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 Michael Tate, 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
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Aboriginal Community Engagement Officer (ACEO)
 - Governing Council representative
 - Leaders
 - Parents
 - School Services Officers (SSOs)
 - Student groups
 - Teachers

School context

Salisbury Primary School caters for students from reception to year 7. It is situated 23kms from the Adelaide CBD. The enrolment in 2019 is 367. Enrolment at the time of the previous review was 378. The local partnership is Orion.

The school has an ICSEA score of 942, and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 4% Aboriginal students, 10% students with disabilities, 65% students with English as an additional language or dialect (EALD) background, 3% children or young people in care and 53% of families eligible for School Card assistance.

The school leadership team consists of a principal in their 9th year of their tenure. The school has a deputy principal, an assistant principal and a wellbeing coordinator.

There are 31 teachers including 4 in the early years of their career.

The previous ESR or OTE directions were:

- Direction 1** Review and implement school and classroom systems to ensure students who are deemed to be mobile and transient are supported in their wellbeing and learning.
- Direction 2** Ensure all teachers maintain high expectations of all students' ability to improve.
- Direction 3** Increase the number of students meeting SEA in mathematics and numeracy by developing and implementing a whole-school planned approach to building teachers' knowledge and pedagogies.
- Direction 4** Increase the proportion of students achieving higher proficiency bands in NAPLAN and Achievement Standards in the Australian Curriculum by developing learning tasks which are rigorous and have greater intellectual challenge.
- Direction 5** Strengthen the effectiveness of the PLCs to ensure greater rigour and consistency of judgement in assessment.

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

The current principal has been in their position for 9 years and it was evident to the panel that there has been intentional actions to address the previous directions.

Wellbeing & Intervention Agreements operate to support all students. Whole-school literacy and numeracy agreements, as well as scope and sequences, have been implemented to ensure consistent literacy and numeracy routines using Explicit Directive Instruction (EDI) lesson design are used across the site. A Community Hub Centre has been established to support families in making connections with the school, families and outside agencies. This has been very successful developing partnerships between the school and families in supporting student learning.

Improving teacher knowledge of the content and development of sequential strategies to teach number has been a priority for professional learning. This has resulted in improved teacher understanding of students, their learning and the expectation that all students can achieve, regardless of their social

context. An EDI approach has been successful in changing the practice in teaching numeracy. This has resulted in a consistent approach in teaching mathematics across the school and has improved student engagement and outcomes. In 2019, 23% of year 3 and 10% of year 7 students achieved in the top 2 NAPLAN numeracy bands which represents an improvement from the historic baseline average. This process is also replicated through the teaching of phonological literacy.

Structures are in place to support learning teams to plan and learn together. Learning teams are released to analyse data, plan and program. Connections between the Site Improvement Plan (SIP), Performance and Development Plans (PDP), and performance development conversations are explicit. A consistent performance development process that includes classroom observations and providing immediate feedback are commented favourably by all staff. All teachers took part in the Learning Design, Assessment and Moderation (LDAM) strategy across the partnership which has supported task design and consistency in assigning A to E achievement standards.

The review panel recognised that some elements of the previous directions are now linked to the SIP.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How well does the school critically evaluate current curricular, pedagogical and assessment practice to determine challenges of practice?

The review panel recognised that the leadership team provides a high level of support and guidance for all staff, through leading the strategic directions, actioning effective and targeted professional learning and modelling or coaching teaching practices. Staff responses verified these actions, citing that all actions were evidenced-based and student focused.

It was evident that a strong culture of collegiality exists across the school and in particular within the year level teams. The majority of staff indicated to the panel that the openness of sharing practices, having a common learning focus, team release time and knowing that support is available from leadership and colleagues is highly valued.

Staff meeting and learning team agendas enable regular reference to achievement data and SIP targets and act as a change agent for teacher planning and classroom practices. Performance development meetings are regular and focused on improving teacher practice and student achievement. SSOs work alongside teaching staff and feel valued.

Whole-school approaches in literacy and numeracy have enhanced the shared understanding and use of a common curriculum approach. A consistent reception to year 7 approach has lifted teacher understanding in the teaching of phonological concepts and is showing gains in student literacy levels. The EDI approach is common teaching practice across the school in mathematics and English.

The termly Reading Review strategy has enabled all teachers to monitor student progress and make appropriate adjustments to their practice and target specific support for identified students. A future consideration for the school is how to mirror this strategy to enhance the monitoring of numeracy achievement. The recent introduction of the students' assessment files will enable a consistent understanding of each student's progress and achievement records.

The review panel recognised that the school is successfully addressing the SIP challenges of practice. The next step is to continue building teacher knowledge and capacity in using student achievement data to inform teaching that enables achievement and growth in student learning.

Direction 1 **Strengthen the focus on individual student achievement through the development of learning progressions, reception to year 7, in all aspects of literacy and numeracy, with the expectation that each student should achieve at least one year’s growth throughout each year of schooling.**

EFFECTIVE TEACHING AND STUDENT LEARNING

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

The review panel recognises the diverse and multicultural nature of the school and acknowledges the work and actions the school has undertaken to support the specific learning needs of all children and their families. Parents commented favourably and value the work of the school, in particular the intervention team in helping them and their children overcome any language inhibitors that may impact on their learning.

It was evident to the review panel that the school has developed a deep understanding and use of educational evidence to support the focus on student learning. The principal referenced several research studies and quality teaching and assessment tools to support the teaching approaches adopted by the school. The classroom observations of explicit teaching routines across reception to year 7 classes in literacy and numeracy provided evidence on how the school has successfully engaged and challenged learners. The students were able to clearly demonstrate and articulate how these learning approaches help them with their learning.

Differentiated teaching practices varied according to year levels and a focus on differentiating for students with learning difficulties was commented on by most teachers. Formative assessment processes varied amongst the teachers with the majority of staff successfully implementing, displaying and referring to the learning intentions of individual lessons. The reference to the success criteria was less evident.

Students indicated that they generally rated the level of challenge in their work as average, with most stating that new work was challenging but once they understood the concept then the work was not hard. The students also indicated that they would like to see more problem solving extension work offered. The pedagogical survey indicated that 67% of teachers rated their ability to create opportunities for stretch and challenge and enable students to apply their skills at a medium-to-low extent. The next step for the school is to consider how students can transfer and apply their learning to stretch themselves.

Direction 2 **To enable students to be partners in their learning, ensure that teachers consistently plan teaching opportunities for all students that will demonstrate application and stretch of their literacy and numeracy knowledge in all curriculum subjects.**

Outcomes of the External School Review 2019

The overwhelming response in describing the strength of Salisbury Primary School lies within the united acceptance of the multicultural nature and diversity of the school community. The targeted strategies undertaken by the school in supporting students and parents in developing their English language acquisition to enable them to fully engage with their learning is commendable. The school demonstrates effective leadership to provide strategic direction, planning and targeted interventions. The school is effectively using improvement planning and monitoring processes to raise student achievement and the students are provided opportunities and scaffolds that enable them to authentically influence their learning.

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

- Direction 1** Strengthen the focus on individual student achievement through the development of learning progressions, reception to year 7, in all aspects of literacy and numeracy, with the expectation that each student should achieve at least one year's growth throughout each year of schooling.
- Direction 2** To enable students to be partners in their learning, ensure that teachers consistently plan teaching opportunities for all students that will demonstrate application and stretch of their literacy and numeracy knowledge in all curriculum subjects.

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



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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, 42% of year 1 and 73% of year 2 students demonstrated the expected achievement against the SEA. For year 1, this result represents a decline and for year 2, this represents an improvement from the historic baseline average.

In 2019, the reading results, as measured by NAPLAN, indicate that 89% of year 3 students, 76% of year 5 students and 60% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5, this result represents an improvement, and for year 7, this represents little or no change from the historic baseline average.

For 2019, year 3, 5 and 7 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2019, 43% of year 3, 11% of year 5 and 17% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 38%, or 3 out of 8 students from year 3 remain in the upper bands at year 5, and 50%, or 1 out of 2 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 69% of year 3 students, 71% of year 5 students and 71% of year 7 students demonstrated the expected achievement against the SEA. For year 3, 5 and 7, this result represents an improvement from the historic baseline average.

For 2019, year 3 NAPLAN numeracy, the school is achieving below, and for years 5 and 7, is achieving within the results of similar groups of students across government schools.

In 2019, 23% of year 3, 8% of year 5 and 10% 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.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 75%, or 3 out of 4 students from year 3 remain in the upper bands at year 5, and 50%, or 1 out of 2 students from year 3 remain in the upper bands at year 7.