

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Napperby Primary School

Conducted in September 2020



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 Steve Freeman, 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:
 - Governing Council representatives
 - Leader
 - Parent representatives
 - School Services Officers (SSOs)
 - Student groups
 - Teachers

School context

Napperby Primary School caters for students from reception to year 7. It is situated 222kms from the Adelaide CBD. The enrolment in 2020 is 41. Enrolment at the time of the previous review was 55. The local partnership is Pirie.

The school has an ICSEA score of 951 and is classified as Category 3 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 6 Aboriginal students, 27% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 44% of students eligible for School Card assistance.

The school leadership team consists of a principal in their 1st year of tenure.

There are 4 teachers including no teachers in the early years of their career and one Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** **Strengthen self-review processes by developing opportunities for student influence to be incorporated with staff and community perspectives in whole-school improvement.**
- Direction 2** **Strengthen teacher capacity to design and intentionally differentiate student learning experiences through planned interventions that are evidence-based and regularly reviewed.**
- Direction 3** **Strengthen and embed challenge, intellectual stretch and feedback for learning through consistent whole-school processes.**

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

The current principal has been in the position for 12 months and there have been intentional actions to address the previous ESR directions.

A school vision – ‘A Community of Learners Growing Together’ – was developed through the input of staff, students and the Napperby community. A whole-school student agency program was developed, where student leaders are visible and play an important role in contributing to school culture. Student voice exists through newsletters, assemblies, community events and during the running of school events.

Learning intentions and success criteria are evident in every class and students are starting to co-construct their learning with their teachers. Student learning goals are visible in every class, with students taking ownership of setting their own goals.

The school embraced a site-wide Visible Learning Action Plan (VLAP) and teachers participate in ‘Termly Impact’ cycles, which run parallel with the site VLAP and the site improvement plan (SIP). Regular SIP review and reset consultations are scheduled into staff meetings to give staff a chance to share, reflect and work together to achieve their goals.

The school references the department’s literacy guidebooks to address SIP priorities. Student literacy levels are formally assessed twice a term and adjustments are made as needed. Whole-School

Approaches (WSA) to teaching of reading allowed staff to deepen their understanding of the most effective ways to improve student reading outcomes. The WSA document clearly outlines expectations for reading in every class to ensure consistency of practice. Implementation of the Read, Write Inc. program led to identifying and meeting the needs of individual students through explicit teaching. Data collection is regular, and held in a central, accessible location. The school has a consistent and shared approach to identifying the individual needs of students, with all students having a One Plan or Individual Learning Plan.

Some elements of the previous directions are still to be addressed and actioned in conjunction with strategies identified in the SIP.

Lines of inquiry

Effective school improvement planning

Improve practice and monitor impact: How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learnings?

The principal's work and actions taken in recognising the future sustainability of the school provided a three-year enrolment target of 60 plus students. The principal is instrumental in leading and developing a culture of learning, particularly, working with the broader school community. A whole-school approach in reading is the main focus of the SIP, which is based on long-term data. Implementation of a common literacy approach needs to be sequential and worked through a growth continuum. The challenge of practice has a strong connection with the department's strategic plan and is based on best practice. All curriculum planning and resources are linked to SIP actions and the accountability of curriculum delivery.

Teachers recognise that SIP goals and targets keep them on track, and understand how planning contributes to their practice. They are empowered to conduct research into the best practice in literacy before committing to a systematic synthetic phonics approach. They also took initiative of analysing the phonics criteria to create a monitoring process to track student achievement. Assessment data is used as a basis for intervention strategies and mainstream lesson planning.

Intervention programs track targeted students, and achievements are cross-checked with multiple datasets and the One Plan strategies and goals. School services officers (SSOs) are deployed in all classes focusing on intervention support in phonics, reading and spelling. The 'Bee-hive' room supports the wellbeing of students, and is a new initiative which helped students re-focus on their learning. All stakeholders (staff, students and parents) acknowledged and valued the support offered to students.

The principal and staff pointed out a need to continue the current literacy practices to ensure that they are embedded, and demonstrate sustainability before moving onto numeracy. It was also stated by all staff to undertake some quality research into the best practices in mathematics before committing to a process.

Direction 1 **To gain high-yield learning outcomes for all students, embed the consistent commitment to the implementation of the school's improvement model with specific reference to sustaining achievement in literacy and transitioning to the development of the numeracy curriculum.**

Effective teaching and student learning

Student Influence: To what extent do teachers ensure that students have authentic influence in their learning?

A whole-school agency program was developed with student leaders taking on roles and responsibility for supporting their peers and across the school. Students interviewed acknowledge their work and value the peer mentor support. Future considerations need to be made on how to further grow student involvement in their learning, by developing a whole-school understanding and approach to student influence in learning through the triangulation of student voice, agency and leadership strategies.

There is diversity of learners within the classes, and differentiated teaching strategies are focused, using Individual Learning Plans and One Plan actions. Support offered to all students via teacher or SSO directed learning was evident.

Formative assessment processes varied amongst teachers. Learning intentions and success criteria are written or discussed with students at the beginning of lessons, or as lessons progress through explicit teaching. There are some instances where teachers reference the Australian Curriculum to students, describing what and why the subject topics were taught, but this was not consistent across the school. Parent responses indicated they believe their children understand what they are learning and why, especially through the Read, Write Inc. program. The next steps for the school to consider is building on the work done on learning intentions and success criteria, explained as evidence of new learning, and reflect what students can do, say, make or write.

Learning goals are common practice and identify quality skill-based targets relating to social and academic priorities of the school in reading, resilience, emotions and school values. All students were able to identify their goals, and know that achieving them will lead to the next level of learning and new goals.

The school may consider developing further opportunities for students' involvement in their learning through a commitment to the development of student agency and their contribution to the learning process.

Direction 2 To ensure authentic student influence within their learning embed teaching practices that involves co-design strategies as part of the regular review of lessons and planning of units of work.

Outcomes of the External School Review 2020

The school is effectively using improvement and planning processes to raise student achievement. Leadership provides strategic direction with the planning and targeted interventions. The school's planning processes are evidence-based and targeted. Teacher and leader practice is positively impacted by effective systems that build capacity. The school is providing effective conditions for student learning.

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

- Direction 1** **To gain high-yield learning outcomes for all students, embed the consistent commitment to the implementation of the school's improvement model with specific reference to sustaining achievement in literacy and transitioning to the development of the numeracy curriculum.**
- Direction 2** **To ensure authentic student influence within their learning embed teaching practices that involves co-design strategies as part of the regular review of lessons and planning of units of work.**

Based on the school's current performance, Napperby Primary School will be externally reviewed again in 2023.



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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).

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 Napperby Primary School from 2016-2019.

Reading

In the early years, reading progress is monitored against Running Records. From 2016 to 2019, 43% of year 1 and 54% of year 2 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, the reading results, as measured by NAPLAN, indicate that 55% of year 3 students, 57% of year 5 students and 55% of year 7 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, 5% of year 3, 14% of year 5 and 25% of year 7 students achieved in the top 2 NAPLAN reading bands.

Numeracy

From 2016 to 2019, the numeracy results, as measured by NAPLAN, indicate that 75% of year 3 students, 81% of year 5 students and 80% of year 7 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, 10% of year 3, 10% of year 5 and 10% of year 7 students achieved in the top 2 NAPLAN numeracy bands.