

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Karrendi Primary School

Conducted in June 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 Rebecca Pears, Review Officer of the department's Review, Improvement and Accountability directorate and Michael Walsh, 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

Karrendi Primary School caters for students from reception to year 7. It is situated 22.5kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 210. Enrolment at the time of the previous review was 209. The local partnership is Hollywood Lakes and Gardens.

The school has a 2020 ICSEA score of 941 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 10% Aboriginal students, 9% students with disabilities, 16% students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 17% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 1st term of an Acting Principal role, senior leader (wellbeing) in the 2nd year of their second three-year tenure, senior leader (numeracy) in their 1st year of a three-year tenure, senior leader (literacy) in their 7th consecutive 12-month tenure.

There are 15 teachers, including 3 in the early years of their career and 1 Step 9 teacher.

The previous ESR or OTE directions were:

- Direction 1** Engage students in learning that stimulates deep thinking through collective investigation into, and consistent implementation of, pedagogies that promote inquiry and collaborative learning.
- Direction 2** Ensure continued growth, and maximise the potential of all students, through differentiated plans and approaches that are informed by analysis of each student's achievement data.
- Direction 3** Conduct strategic processes of self-evaluation by building on review processes already operating, to collectively assess school-wide systems and practices, and regularly respond to emerging change.
- Direction 4** Build strong partnerships with informed learners through the consistent implementation of teaching strategies that allow students reception to year 7 to understand the intent of, and to monitor, their learning.

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

The school created professional learning communities (PLCs) to promote deep thinking, collective investigation and consistent pedagogies across the site. Work completed by PLCs is focused on achieving the school improvement plan (SIP) challenge of practice. Leadership has endeavoured to develop consistent pedagogy across the school and, consequently, 'reading centres' and 'maths rotations' are occurring in every classroom.

In addition, literacy and numeracy leaders are working with teachers to coach, build consistency and develop deep thinking about practice and pedagogy. There was a focus on tracking and analysing data to

ensure continued growth. Agile sprints were implemented to improve pedagogy and student achievement. The sprints were based on proven practices and resulted in sustained changes in classroom practice. The WAVE model has also been introduced to ensure teachers are differentiating for all students.

Lines of inquiry

Effective school improvement planning

How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

Staff are to be commended for their commitment to continuous improvement. They know the main priorities of the School Improvement Plan (SIP) and have ownership over its implementation. The SIP was created by leadership with the support of district departmental staff. It would be beneficial for staff be more involved in its creation. Teachers were able to identify changes they have made to classroom practice through SIP implementation. For example, they are using data to inform teaching practice and refining the implementation of phonics and phonemic awareness programs. Performance development processes are also aligned to the SIP, and teachers have identified goals related to the implementation of the plan. Whilst some of the success criteria from the SIP are being monitored, teachers identified that it is difficult to provide evidence for all criteria.

Teachers are involved in PLCs. Each group has a clear focus, based on achieving the challenge of practice from the SIP. Regular meetings occur and effective meeting structures have been established to ensure groups remain focused on their tasks. Staff have improved pedagogy and practice through this work. As part of PLC processes, learning sprints were implemented. This involved identifying areas of concern, implementing changes to classroom practice and using data to determine the impact of the change. Some changes through learning sprints became sustained practice.

While teachers are working collaboratively to improve practice between similar year levels, there is the opportunity to further develop whole-school coherence. Currently, the junior primary is focusing on reading, and the upper primary – on mathematics. Teachers identified that consistent practice reception to year 7 is still an area for further development. A literacy agreement is being refined and made more concise to ensure it is adhered to by staff. Documenting agreed reception to year 7 practices will help support consistency of practice across the school. A focus on writing, particularly in the primary, would also be beneficial.

Direction 1 Strengthen whole-school improvement practices to ensure they are consistently enacted and collaboratively reviewed by all staff to enable coherence of practice.

Effective teaching and student learning

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

It is important that authentic and valid assessments are used to inform practices to increase achievement across all levels of schooling. A data collection schedule was created, consequently, processes for the collection of data are more consistent across the school. An extensive range of assessment data is monitored and analysed:

- Pre- and post-maths tests
- Big Ideas in Number
- Progressive Achievement Tests (PAT)
- NAPLAN
- Running Records
- phonics and phonemic assessments
- mathematics perception data
- literacy and numeracy progressions
- Probe testing data.

Phonics and phonemic awareness data is closely monitored to ensure students are progressing in their learning. As part of annual transition processes, primary teachers collect and provide detailed numeracy student achievement data on every student. This data includes an analysis of the achievement of each student's PAT mathematics, NAPLAN, Big Ideas in Number assessments and in class observations. Student achievement data is used to provide next steps for both individual and small group instruction, to extend and challenge students, particularly in mathematics and, in some classes, as a base to establish student goals.

Teachers are providing differentiated learning and assessment tasks to cater for individual student needs. They identified; however, that ensuring assessment tasks provide the opportunity for students to achieve high grades, was an area to explore further. Professional development in creating assessment tasks and identifying the requirements for higher-grade achievement would help ensure a consistent whole-school understanding and approach to grading. Providing opportunities for teachers to share evidence and moderate student work would further develop teacher confidence in allocating grades. On occasions, some teachers are unpacking success criteria and using exemplars of quality work to explicitly discuss with students the criteria for allocating grades. Once a consistent whole-school understanding of grading is established, it would be beneficial to share this learning with students to ensure they are aware of what constitutes an A to E grade and what they need to do to improve.

Direction 2 Collaboratively work together to develop coherent whole-school practices and understandings in allocating A-E grades to ensure consistency of judgement.

Effective teaching and student learning

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

The panel observed that students were very settled and engaged in their learning. Teachers use a range of pedagogical practices and intentional task design to support differentiation. These include ability groupings, problematised mathematical learning tasks that are scaffolded for some students and involve a complication for more capable students, and the use of learning rotations. Anchor charts are also used to assist students with their learning. School services officers are effectively supporting students with learning difficulties to enable them to access curriculum and improve their learning.

Leadership have completed walkthroughs in the early years. Teachers receive feedback via an observation record, and a question is posed to help teachers further reflect on and discuss their practice. Some consistent practices are being implemented in classrooms. This included both mathematics and literacy rotations and a focus on teaching the Big Ideas in Number. Teachers identified that sometimes they find it difficult to stretch higher-achieving students and find time to provide opportunities for students to reflect on their learning and use metacognitive strategies. Students; however, were able discuss a diverse range of strategies they would use to persist with challenging work, including:

- Finding other solutions in mathematics
- 'sounding out' unknown words
- 'pushing through'
- rereading instructions
- using strategies that were previously successful
- asking peers or the teacher for support.

Teachers worked with students to set learning goals. Some teachers determined goals with students using assessment data and identified strategies required to achieve student goals. Whole-school processes for the creation and monitoring of goals could be strengthened to ensure all students are provided with opportunity to access their own achievement data and identify aspirational goals and the strategies required to achieve them. In addition, establishing processes that enable goals to be regularly monitored and reviewed and provide opportunities for students to collect evidence to demonstrate the achievement of their goal, would enhance student ownership.

Direction 3 Strengthen whole-school processes to ensure students are identifying aspirational goals based on data, the strategies to achieve them and regularly reviewing their progress.

Outcomes of the External School Review 2021

The leadership structures at Karrendi Primary School are very strategic enabling leadership density. The literacy and numeracy senior leaders ensure SIP implementation results in improved pedagogy and practice. There is strong staff ownership of improvement processes and staff are very committed to sharpening practice. The Aboriginal education team reported that teachers seem more inspired and have greater enthusiasm because of the implementation of the SIP.

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

- Direction 1** **Strengthen whole-school improvement practices to ensure they are consistently enacted and collaboratively reviewed by all staff to enable coherence of practice.**
- Direction 2** **Collaboratively work together to develop coherent whole-school practices and understandings in allocating A-E grades to ensure consistency of judgement.**
- Direction 3** **Strengthen whole-school processes to ensure students are identifying aspirational goals based on data, the strategies to achieve them and regularly reviewing their progress.**

Based on the school's current performance, Karrendi Primary School will be externally reviewed again in 2024.



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Denise Squire
Principal
Karrendi 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 2019, 69% of year 1 and 59% of year 2 students demonstrated the expected achievement against the SEA. For year 1, this result represents an improvement from the historic baseline average. For year 2, this represents little or no change from the historic baseline average.

In 2019, the reading results, as measured by NAPLAN, indicate that 72% of year 3 students, 62% of year 5 students and 71% 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 2019 year 3, 5 and 7 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2019, 45% of year 3, 21% of year 5 and no 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, 67%, or 4 out of 6 students, from year 3 remain in the upper bands at year 5, and no students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 62% of year 3 students, 59% of year 5 students and 71% 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.

Between 2017 and 2019, the trend for year 5 has been upwards, from 52% to 59% and the trend for year 7 has been upwards, from 62% to 71%.

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

In 2019, 14% of year 3, 10% of year 5 and 5% 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 2017 and 2019, the trend for year 5 has been upwards from nil to 10%.

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 100%, or 1 out of 1 students from year 3 remain in the upper bands at year 7.