

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Brompton 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 Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate and Annette Williams, 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
 - Leaders
 - Parent group
 - School Services Officers (SSOs)
 - Students
 - Teachers

School context

Brompton Primary School caters for students reception to year 7. It is situated 4kms from the Adelaide CBD. The enrolment in 2020 is 258. Enrolment at the time of the previous review was 145. The local partnership is Inner West.

The school has an ICSEA score of 1004, and is classified as Category 3 on the Department for Education Index of Educational Disadvantage.

The school population includes 12% Aboriginal students, 14% students with disabilities, 23% students with English as an additional language or dialect (EALD) background, 3% children/young people in care and 37% of students eligible for School Card assistance.

The school leadership team consists of a principal in their 1st year of a 2nd tenure (6th year) and an assistant principal – appointed yearly for 3 consecutive years.

There are 16 teachers including 2 in the early years of their career and 4 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** Work collaboratively with staff and the governing council to review the 2014-2015 site improvement plan and identify the key priorities, strategies, targets and data checks that will inform the school improvement agenda.
- Direction 2** As a matter of priority, re-visit the agreed data collections schedule, direct staff to input data as it is collected, and ensure that the data is regularly collated and analysed by leadership and staff, and is used to inform the school improvement agenda and teacher practices.
- Direction 3** Urgently develop a clearly articulated student intervention program that tracks and supports students who are not at benchmark, with a particular focus on students with learning needs and/or an EALD background.
- Direction 4** Implement staff performance development practices that align with DECD guidelines and which positively challenge and support teachers to focus on improving their practice.

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

Brompton Primary School's improvement journey, since the last review, was comprehensive and strategically underpinned by building a positive culture for learning. Considered processes involving the governing council and staff in review of the school's priorities and actions, focused on the teaching and learning, resulted in improved student outcomes. Regular communication about the improvement agenda keeps everyone informed and there is a high level of trust for leaders and staff.

Data, particularly for reading, is visible and monitored closely by leaders and teachers. Data cards track student progress and focus on all students being 'above the line' (benchmark) in reading and PAT assessments. An agreed assessment schedule is followed by regular data collected in week 5 of each term.

Structures are in place to ensure data is analysed and evaluated at regular intervals to address students' learning needs and inform the site improvement agenda.

In place of a specific 'program' for intervention, building teacher content and pedagogical knowledge in literacy was intentional to ensure teachers have the capacity to support student learning at all levels within the classroom. Teachers and leaders monitor the learning needs of students, including students from specific groups. School services officers (SSOs) and extra teacher time is budgeted to target support in classrooms.

Professional development processes are in place and documented, aligned with departmental guidelines. There is clear association between these processes, professional learning and the site improvement plan (SIP). Rigor and accountability are fostered through regular discussions and check-ins from the principal's and teachers' 'commitment to action'.

The school is to be commended on the journey that has been undertaken over the past 5 years.

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?

Teachers have clarity about the improvement agenda in literacy and their work within the SIP. Staff meetings are focused on professional learning and safeguard time for deep professional dialogue. Spotlight sessions, targeted professional learning and release time for collaboration and teacher observations, facilitate further strengthening of teachers' expertise. Induction processes are mindful of ensuring new staff have the knowledge and skills to meet expectations. Staff meetings also provide dedicated time for tracking and monitoring the impact of actions from the SIP. There is clear documentation of processes, practices and policies that guarantee staff have the necessary information to meet expectations.

There is a focus and intention to build teacher capacity, particularly in the delivery of the English curriculum. Maintaining depth within the improvement agenda is further facilitated by the professional learning team (PLT) structure and the implementation of 'Pillars'. These teacher leaders are supported by the partnership to build their capacity in maintaining the emphasis on school priorities. PLTs are year-level based and meet regularly.

Learning sprints, as short trials of high-impact teaching strategies (HITS), are the drivers for change in teaching practice. This process allows teachers to identify effective strategies and adjust their practice as required for best impact. Teachers are highly engaged in learning sprints and feel supported by their colleagues and leaders. They identify individual challenges of practice for these sprints based on the SIP. PLTs provide opportunity for sharing ideas, resources and evaluating progress. Opportunities to share HITS across PLTs is frequently facilitated through the staff meeting structure.

This work can be further enhanced by ensuring PLTs are rigorous platforms for constructive critical evaluation of the direct impact from teaching strategies to measurable student outcomes. HITS that should be amplified across classrooms, and the skills and knowledge staff need for deeper implementation, are then identified. These processes will additionally inform the pedagogical agreement, to ensure high-impact practices are embedded across the curriculum and consistently across the site. Positivity of all teachers about their current work has laid a strong foundation for further momentum.

Direction 1 **Ensure effective high-yield strategies are coherently implemented in every classroom, by ensuring robust discussions through PLTs, to identify strategies that have the greatest impact on student outcomes and amplify them across the site and the curriculum.**

Effective teaching and student learning

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

The school worked diligently to develop a whole-site approach to pedagogical practice, which is documented, regularly revisited and reviewed. While implementation of these practices varies, teachers share commitment to continuously improving the application of these strategies to deepen the effectiveness of teaching and learning in the classroom.

The analysis of data resulted in dedicated and persistent attention to improving literacy as a priority. Depth of teacher knowledge is at the core of the improvement journey. The school regularly analyses a range of data to track progress. Some data is visible to students and everyone's achievement is valued. The consistency and depth of practice in relation to how individual student data influences intentional teaching is developing.

Teachers differentiate the curriculum to meet individual student needs through task design, providing multiple entry and exit points and grouping students. The latter is more evident, with group rotations enabling independent and small group focused support. Formative assessment practices, such as using whiteboards or checking-in during learning, were also highlighted as opportunities for teachers to adjust the learning or explain the task differently if required.

Teachers described 'stretch and challenge' as additional harder tasks, different levels of vocabulary, grouping students or questioning. Students could ask their teacher for harder work if they found it too easy. In rating their learning, students mostly felt they could do what was asked of them, and there was opportunity for some challenge in tasks. Ensuring all students get stretch and challenge in daily learning is essential.

Understanding and effectively applying curriculum differentiation for daily intellectual stretch for students is inconsistent amongst teachers. Increased opportunities to refocus on learning design, informed by formative assessment for targeted teaching, would enable stretch and challenge for all students to become routine practice. Consultation with students about their learning would further extend opportunities for engagement and challenge. Applying agreed pedagogical practices across all areas of the curriculum, to maintain positive momentum in student outcomes, is continuing work for the school.

Direction 2 **Ensure differentiation, intellectual stretch and challenge for all students by strengthening teachers' capacity to design and implement learning experiences that are refined and modified in response to formative assessment and student feedback.**

Effective teaching and student learning

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

Results of the annual 'student voice survey' conducted by the principal, are discussed by teachers with their class and actions from students' opinions are considered. Strengths from the recent survey indicate that students find their learning enjoyable, teachers explain success criteria well and feedback provides them with clear information on how to improve. Scored lowest, was having more say in their learning.

Learning intentions and success criteria are visible in all classrooms. This strategy allows students to access tasks independently and understand the criteria for success. It also facilitates a consistent language of learning for students as they transition through the school. Deepening learning intention and success criteria implementation by differentiating them for learners is beginning to emerge in a few classrooms. Fostering this practice further will strengthen opportunities for students to achieve higher outcomes.

Providing explicit feedback to students is a focus for teachers. Feedback is mostly verbal, with some being more explicit through the use of rubrics, or work drafts for senior students. Reflections at the end of lessons are a more common practice. A few teachers provided examples of seeking feedback from students and recognise that feedback to and from students is part of learning. This is an area for continuing growth.

A goal for all students is to foster their love for reading and become independent readers. Books are available in different parts of the school at play time and all classrooms have 'libraries'. Books are kept current and engaging for students, with student input on what should be purchased. Early years' students have clear goals for reading displayed in their classrooms and can articulate their reading growth. Students and parents value the school's focus on reading.

Goals in other learning areas and in other year levels are not as evident. Students demonstrate strong dispositions as learners; however, they rely on teachers telling them their next steps in learning. Students are more aware of their summative data than ongoing assessments. For students to be able to set goals in learning, they need to understand what they know and what they need to know. Deepening teachers' skills in providing explicit feedback, as part of formative assessment during learning, and differentiating learning intentions and success criteria to better meet individual student needs, will help students become responsible for their own improvement.

Direction 3 Develop student agency by regularly sharing assessments with students and embedding effective learning intentions, success criteria and explicit feedback, in order for them to benchmark their knowledge, set explicit learning goals and monitor their own learning.

Outcomes of the External School Review 2020

There is emphasis on changing the culture at Brompton Primary School in order to improve the teaching and learning. This resulted in positively raising the profile of the school within the community and steadily increased student outcomes. Clear, transparent and comprehensive planning and documentation ensures consistent and coherent implementation of the site's improvement agenda. Leaders and staff are committed professionals, who have a continual focus on further improvement.

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

- Direction 1** Ensure effective high-yield strategies are coherently implemented in every classroom, by ensuring robust discussions through PLTs, to identify strategies that have the greatest impact on student outcomes and amplify them across the site and the curriculum.
- Direction 2** Ensure differentiation, intellectual stretch and challenge for all students by strengthening teachers' capacity to design and implement learning experiences that are refined and modified in response to formative assessment and student feedback.
- Direction 3** Develop student agency by regularly sharing assessments with students and embedding effective learning intentions, success criteria and explicit feedback, in order for them to benchmark their knowledge, set explicit learning goals and monitor their own learning.

Based on the school's current performance, Brompton 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).

Reading

In the early years, reading progress is monitored against Running Records. In 2019, 72% of year 1 and 50% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement for year 1 and little or no change for year 2, from the historic baseline average.

In 2019, the reading results, as measured by NAPLAN, indicate that 82% of year 3 students, 40% of year 5 students and 90% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 7, this result represents an improvement and for year 5, a decline from the historic baseline average.

Between 2017 and 2019, the trend for year 3 has been upwards, from 43% to 82% and the trend for year 5 has been downwards, from 61% to 40%.

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

Between 2017 and 2019, the school has consistently achieved lower in year 5 NAPLAN reading relative to the results of similar groups of students across government schools.

In 2019, 44% of year 3, 7% of year 5 and 19% 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, 11%, or 1 out of 9 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 85% of year 3 students, 47% of year 5 students and 87% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 7, this result represents an improvement, and for year 5, a decline, from the historic baseline average.

Between 2017 and 2019, the trend for year 3 has been upwards, from 43% to 85%.

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

In 2019, 33% of year 3, no year 5 and 26% 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 7.