

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Prospect North Primary School

Conducted in October 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 Cassie Ackland, 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

Prospect North Primary School caters for students from reception to year 7. It is situated 8kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 402. Enrolment at the time of the previous review was 352. The local partnership is Adelaide - Prospect.

The school has a 2020 ICSEA score of 1024 and is classified as Category 3 on the Department for Education Index of Educational Disadvantage.

The school population includes 6% Aboriginal students, 6% students with disabilities, 48% students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 29% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 5th year of tenure, a recently appointed Band 2 Deputy Principal, a recently appointed Band 2 Curriculum and Innovative Pedagogies Leader and a Band 1 Coordinator Literacy and Band 1 Coordinator numeracy.

There are 22 Teachers including 13 in the early years of their career and 9 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** Work within the school and beyond to improve learning coherence for students at key transition points to ensure they do not lose learning momentum when they move from one level of schooling to the next.
- Direction 2** Use electronic processes for recording and displaying data to create individualised student learning profiles that can be analysed deeply to improve the effectiveness of differentiation and learning for all students and at-risk students.
- Direction 3** Ensure that self-directed learning is benefitting all students' learning, as measured by literacy and numeracy levels and academic grades through evidence-based, as well as teacher judgement assessment practices.
- Direction 4** Empower students with the language and knowledge of the A-E grading system to deepen their agency with the learning capabilities they are developing in primary school within the dominant assessment currency of A-E grading that they will be expected to understand and apply in secondary schooling.

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

Direction 1: The school has continued their work to bring seamless learning experiences at transition points for students by working on common agreements for all year levels for learning, data collection and analysis, and continuous goals for students. Sharing of what works across the school and amplifying practices that have impact has occurred. Staff have worked together to design the 'secret powers' continuum which enables tracking of the general capabilities R-7. The school is currently working with the University of Melbourne as part of the New Metrics for Success project designing new ways to show student learning profiles.

Direction 2: Strengthening the paper based whole-school data collection has ensured that all staff have access to ongoing data sets building a profile of every child over time. Staff analyse the progress of groups of at-risk students and keep track of individual goals. Staff also use the Department for Education's Power BI dashboard to monitor at big data sets.

Direction 3: Work with the University of Melbourne in partnership with 'thought' leaders from around the world is shaping the development of 'New Metrics' for Success The school has designed and developed data informed student profiles that are reflective of curriculum standards to measure the whole child and form a portrait of the learner.

Direction 4: The teaching and learning ministry has been working with staff and parents to redesign student reports and reporting processes. This has been ongoing work with the University of Melbourne and will be trialled for feedback in term 4 2021.

Lines of inquiry

Effective school improvement planning

How effectively does the school review and evaluate the effectiveness of improvement planning processes and the impact on student learning to inform next steps?

Review and evaluation of the school improvement plan (SIP) is a shared responsibility with leadership providing a school overview including staff responsibilities for key actions. Teachers monitor data and moderate with their learning teams.

Teachers provided extensive evidence of effective school improvement planning practices that have resulted in informed change, including the following:

- consistently high expectations of staff and students
- implementation of whole-school walkthroughs to identify and share SIP writing and numeracy practices across the site
- consistent practice across all year levels in pedagogy, language, and student agency
- classroom teacher monitoring student data, and moderating work samples with their learning team colleagues
- Governing council members participate in regular discussion relating to the progress of the SIP
- Multiple opportunities for students to authentically influence school improvement planning including student parliament, the teaching and learning ministry, and discussions relating to the school report.

Staff identified a range of strategies to strengthen family involvement in the improvement cycle, including:

- providing ongoing planned opportunities for all parents to participate and contribute to the review and development of the SIP
- actively involve parents in the learning of their child
- strengthen involvement of parents in decisions relating to school planning.

Staff highlighted the following as next steps for the site:

- ensure time is allocated to regularly review progress of the SIP priorities with all staff
- strengthen practices in numeracy pedagogy and curriculum.

The work undertaken in reviewing and evaluating the effectiveness of improvement practices is thorough, collegiate, and comprehensive. The school is well placed to explore opportunities to strengthen and embed planned opportunities to review, evaluate and sustain a whole-school approach in the implementation and review of effective numeracy pedagogy and curriculum.

Direction 1 Review, evaluate and sustain a whole school approach in the implementation and review of effective numeracy pedagogy and curriculum across the site.

Effective teaching and student learning

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

The panel noted extensive evidence of teachers differentiating learning to ensure that the learning needs, prior knowledge and skills of every student are comprehensively accounted for. Open ended tasks provide multiple entry and exit points, and high expectations and feedback are embedded practices across the site.

Students are provided with regular opportunities to apply learning across a range of contexts. Teachers consult with students and incorporate their feedback when designing learning. Several staff reported that they seek feedback from students at the end of lessons to ascertain if the learning design provided sufficient challenge.

Feedback for learning is consistently applied and is embedded practice across the site. The staff is to be commended for the extensive application of feedback and feed forward processes across learning areas and levels of schooling. Teachers identified the need to slow down to ensure that students have time to embed new learning.

In a survey conducted during the External School Review relating to effective pedagogies used in a recent unit of work 76% of staff indicated that the success criteria had been achieved to a high degree. When reflecting on how well the students understood the success criteria only 23% of staff reported that this had been achieved to the same degree. The school is well placed to collaboratively develop common understandings in the design, implementation and application of success criteria across year levels and areas of learning.

The school is to be commended for the comprehensive work undertaken in student goal setting (individual and targeted) which is embedded practice across the site. All staff indicated that they engage students in the learning process to a high degree.

The work undertaken in developing and embedding a strong culture of effective pedagogical practice in reading is comprehensive and owned by all stakeholders. The school is well positioned to collaboratively develop and embed whole-school processes in stretch and challenge for all students with specific reference to writing and numeracy.

Direction 2 To collaboratively strengthen and embed effective pedagogical practices in writing and numeracy across the site.

Effective teaching and student learning

How effectively are teachers using the Australian Curriculum to support and improve student learning?

The school has worked diligently to ensure coherence, continuity, and progression of learning across the school. The panel was provided with comprehensive evidence of the Australian Curriculum in learning plans to support and improve student learning.

The development and implementation of whole-school math and writing agreements has been aligned with the Australian Curriculum units of study. A consistent language for learning is embedded across the site, staff share data with teachers from the next year level and One Plans are developed and shared in preparation for the coming year.

Teachers provided a range of strategies to strengthen coherence, continuity and progression across the site, including:

- planned opportunities for students to share learning within and across classes
- alignment of current work with the Australian Curriculum content descriptors and achievement standards.

The school has established processes where staff planning ensures that students receive their year level curriculum entitlements, this includes but is not limited to the following:

- development and implementation of curriculum overviews each term for all learning areas, these are subsequently sent home to families and are also available on a digital platform.

collaboratively working with peers from the same year level to ensure continuity of curriculum implementation Teachers, when outlining how they incorporate the general capabilities and cross curriculum priorities identified the following as aspects for improvement:

- explore and embed learning progressions from the general capabilities
- identify effective reporting to families in relation to the general capabilities.

When reflecting on how effective processes support a consistent approach in the application of the Australian Curriculum staff reported the following areas for improvement:

- apply processes used in the co-design of STEM units to strengthen student learning
- mid-year grades not matching the high quality of the work produced
- moderate with peers and share the learning in whole staff meetings.

The school demonstrated evidence of comprehensive mapping, implementation and review of the Australian Curriculum across areas of learning and year levels. The school is well placed to transfer and apply processes used in the co-design of STEM units to support and strengthen student learning across the site.

Direction 3 To transfer and apply processes used in the co-design of STEM units to strengthen teacher planning and student learning across the site.

Outcomes of the External School Review 2021

Prospect North Primary School is to be commended for the comprehensive, innovative, and inclusive approach to school improvement. The panel noted extensive evidence of exemplary pedagogical practice and a cohesive and collaborative team strongly committed to ongoing improvement for every student. Whole-school processes are embedded across all year levels.

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

- Direction 1** **Review, evaluate and sustain a whole school approach in the review of effective numeracy pedagogy and curriculum across the site.**
- Direction 2** **To collaboratively strengthen and embed effective pedagogical practices in writing and numeracy across the site.**
- Direction 3** **To transfer and apply processes used in the co-design of STEM units to strengthen teacher planning and student learning across the site.**

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



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Marg Clark
Principal
Prospect North 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 2020 72% of year 1 and 80% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement from the historic baseline average.

Between 2017 and 2021 the trend for year 2 has been upwards from 65% to 80%.

In 2021 the reading results as measured by NAPLAN indicate that 92% of year 3 students, 95% of year 5 students and 80% 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 2021 the trend for year 3 has been upwards from 68% to 92%.

For 2021 year 3, 5 and 7 NAPLAN reading the school is achieving higher than the results of similar students across government schools.

In 2021 57% of year 3, 35% of year 5 and 18% 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 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 71% or 10 out of 14 students from year 3 remain in the upper bands at year 5 and 30% or 3 out of 10 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 90% of year 3 students, 85% of year 5 students and 84% 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.

Between 2017 and 2021 the trend for year 5 has been upwards from 71% to 85%.

For 2021 year 3, 5 and 7 NAPLAN numeracy the school is achieving higher than the results of similar groups of students across government schools.

In 2021 42% of year 3, 25% of year 5 and 27% 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 2021 the trend for year 5 has been upwards from 71% to 85%.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in numeracy 87% or 7 out of 8 students from year 3 remain in the upper bands at year 5 and 83% or 5 out of 6 students from year 3 remain in the upper bands at year 7.