

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Crafers Primary School

Conducted in February 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 Nicole Cawley, 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
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Crafers Primary School caters for students from reception to year 7. It is situated 17kms from the Adelaide CBD. The enrolment in 2020 is 284 students. Enrolment at the time of the previous review was 314. The local partnership is Mount Lofty.

The school has an ICSEA score of 1103, and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes 1 Aboriginal student, 2% students with disabilities, 4% students with English as an additional language or dialect (EALD) background, 1 child in care and 7% of families eligible for School Card assistance.

The school leadership team consists of a principal in the third year of their tenure, a deputy principal and a wellbeing leader.

There are 16 teachers including 8 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** **Strengthen and embed a culture and processes of continuous improvement that are regular, data-informed and evaluated in line with the SIP priorities.**
- Direction 2** **Staff develop competence in analysing multiple measures of learning data and use the data to provide greater congruence with their year-level cohort plans through the PLCs, their classroom planning and the SIP.**
- Direction 3** **Engage, stretch and challenge students to think critically and creatively by strengthening and embedding the emerging work on pedagogical practices to design learning and tasks.**
- Direction 4** **Ensure authentic student influence to support the development of a clear understanding of learning intentions, together with feedback, data and evidence, to enable individual learner goal-setting.**

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

Attention to the previous directions is evident at Crafers Primary School. Significant work and resourcing in Visible Learning has been at the forefront of the improvement focus. While this work is yet to become embedded practice, it was evident to the panel that all teachers have trialled and implemented, to varying degrees, 'visible learning' strategies into classroom practice over time.

A focus on collecting and analysing data has improved teacher awareness of, and planning for, students' learning needs. Scorelink is used for centrally storing collected data online. Building teacher proficiency in using data more intentionally, through ongoing assessment and review as an integral part of the teaching and learning cycle, still needs refining. This will sharpen teacher practice by informing teachers of their impact on, and the next steps required for, individual student learning.

Staff and parents reported greater clarity and strategic action around the improvement journey from the current principal. Further focus on addressing pedagogical practice and student influence has been highlighted by leaders as continuing growth areas and hence informed the lines of inquiry for this review.

The panel noted a genuine focus on improving practice and a strong positive culture of learning for both teachers and students. Teachers acknowledge that all students can be further stretched and challenged

in their learning and students achieving and retaining higher levels of learning continues to be the focus of the improvement agenda.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

The principal provided evidence of detailed review processes undertaken at Crafers Primary School. Early analysis of data, review of improvement strategies and exploring staff, student and community perceptions, has led to an understanding of the next steps in student learning. The journey from these initial conversations into the current improvement foci is evidenced by teachers and governing council, as high levels of consultation has resulted in clear confidence and commitment in the improvement agenda. Self-review and check-ins of actions occur through staff meetings and student free days.

Collaborative Inquiry Projects are a current lever for building teacher capacity. Teachers stated that they highly value the opportunity and time to improve their practice through exploring areas of interest. Leaders expect teachers to choose their focus from student needs identified through Brightpath assessments. Teachers are also expected to work with a colleague and share their findings with all staff. As the present focus of these projects is writing, the other two Site Improvement Plan (SIP) goals in reading and maths are addressed through staff meetings and student free days. 'Teacher leaders' will further support the work of the SIP this year. Teachers who indicated interest in taking on a lead role have been provided with some release time. This is a new approach to leadership at Crafers Primary School with teachers positive about their work ahead.

The panel found that while teachers are aware of the goals within the SIP, there is limited focus on the challenges of practice. As this is the identified work, it is essential that building coherence, consistency and deeper understandings of these practices across the school is essential. Regular monitoring and evaluation against the identified success criteria will also ensure impact of those actions. The panel felt that there is an opportunity for future collaborative inquiry work to nurture clarity and focus in addressing the challenges of practice.

Direction 1 **Ensure collective staff understanding and consistent implementation of the identified challenges of practice by strengthening processes which strategically and continuously connect, drive, monitor, evaluate and review the improvement agenda.**

EFFECTIVE TEACHING AND STUDENT LEARNING

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

Student engagement in school life is notable through multiple extracurricular opportunities. Staff and parents speak highly of the instrumental music program, pedal prix, sporting opportunities, community projects and clubs. Governing council representatives stated that these opportunities assist their children to be more community minded and were highly commendable of the multiple avenues the school provides for students to showcase and celebrate their learning. Classroom observations also provided evidence of students learning in authentic and broader contexts.

As Visible Learning has been a significant focus for the school, teachers talked about how they have used learning intentions, success criteria, feedback and formative assessment in their classroom practice over time. However, the panel noted inconsistent and varied implementation of these practices and most learning environments did not provide 'visible' learning scaffolds. Students clearly articulated that when learning intentions and success criteria are part of their learning, this helps them to remain focused and to achieve higher levels of learning. The intentionality of teachers to continue these practices is evident and ensuring they become embedded as part of day to day teacher practice is therefore ongoing work.

Leaders are clear that their work is to build consistency of agreed effective pedagogical practice. The early years team identified that they now work more effectively together and the reading teacher supports them in the implementation of the Reading Agreement. The introduction of Brightpath has provided opportunities for collaborative moderation and teachers expressed the desire for more collaborative planning to further build consistency across year levels.

As the majority of students at Crafers Primary School achieve well, stretch and challenge for all learners is paramount. In order to stretch every learner, teachers must have a sound understanding of individual students' achievement and their next steps. Using data and evidence of student learning to intentionally design rich tasks which incorporate effective learning intentions, success criteria, feedback and formative assessment practices is ongoing work for the school.

Direction 2 Ensure all students receive differentiated learning with appropriate scaffolding, stretch and challenge through collaboratively strengthening teachers' capacity in learning design, learning intentions, success criteria, formative assessment and feedback.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

Leadership opportunities for older students have historically been in place at Crafers Primary School, with new strategies trialled over time. Leaders acknowledge that developing a whole-school approach to student influence is ongoing work. The 'Outreach project' introduced last year was highlighted during interviews as significant in enabling students to be co-planners and decision makers, within an authentic learning context, and in adding value to the broader community. These projects built student empathy by helping others and engaging them in higher levels of thinking about the world around them.

Teachers are mindful of providing opportunities for students to articulate their learning and 'have a say'. Learning Circle time is identified as an opportunity for students to discuss and share their learning, provide and receive feedback, get ideas from one another and for teachers to check-in on the learning. Teachers purposefully teach students the language required to give and receive feedback effectively. Students provided strong evidence of regular feedback in learning, in particular student to student feedback. They also demonstrated an intrinsic understanding that teacher feedback is a pivotal component of improving and deepening their learning and indicated to the panel that they action the feedback provided to them. Students providing teachers with feedback, in order for them to adjust their teaching for improved impact, is an acknowledged area of growth by teachers.

There is a clear understanding by all stakeholders that students will have learning goals. Assessments such as Brightpath and timely feedback has enabled students, at times, to set explicit goals. At the time of the review no students had set goals yet. In recalling their goals from last year, a wide range of goals were described to the panel and monitoring was primarily by teachers. Further familiarity with the progression of learning and regularly sharing assessments with students, so that students are able to benchmark their learning and independently recognise their next steps, is a practice to be further developed. Ongoing cycles of assessment, goal setting and review, will keep the goals and learning relevant, interesting and challenging. Students being able to self-assess, monitor and review their progress will also enable them to take responsibility for their own daily stretch and challenge.

Direction 3 Develop student agency by regularly sharing assessments and the progressions of learning with students, in order for them to set SMARTAR learning goals and become self-drivers in their own improvement.

Outcomes of the External School Review 2020

Student achievement at Crafers Primary School identifies the school as performing well. There is significant evidence that the school continues to strive for further improvement even with the positive results already achieved. There is a distinct positivity and pride amongst students, parents and staff of the school. High levels of consultation and communication have been identified by staff and governing council as having led to absolute trust and confidence in the principal and directions of the school. The school has a strong commitment to student wellbeing and is continuously aiming for higher levels of learning.

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

- Direction 1** Ensure collective staff understanding and consistent implementation of the identified challenges of practice by strengthening processes which strategically and continuously connect, drive, monitor, evaluate and review the improvement agenda.
- Direction 2** Ensure all students receive differentiated learning with appropriate scaffolding, stretch and challenge through collaboratively strengthening teachers' capacity in learning design, learning intentions, success criteria, formative assessment and feedback.
- Direction 3** Develop student agency by regularly sharing assessments and the progressions of learning with students, in order for them to set SMARTAR learning goals and become self-drivers in their own improvement.

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



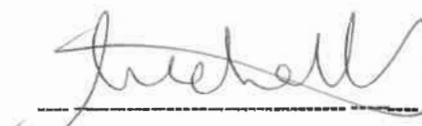
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GOVERNING COUNCIL CHAIRPERSON

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, 85% of year 1 and 66% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change for year 1, and a decline for year 2, from the historic baseline average.

In 2019, the reading results, as measured by NAPLAN, indicate that 97% of year 3 students, 96% of year 5 students and 92% 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 and 5 NAPLAN reading, the school is achieving higher than, and for year 7 within, the results of similar students across government schools.

In 2019, 74% of year 3, 53% of year 5 and 49% 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, 81%, or 17 out of 21 students from year 3 remain in the upper bands at year 5, and 67%, or 12 out of 18 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 97% of year 3 students, 89% of year 5 students and 87% 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 2019, the trend for year 3 has been upwards, from 75% to 97%.

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

In 2019, 56% of year 3, 33% of year 5 and 41% 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, 82%, or 9 out of 11 students from year 3 remain in the upper bands at year 5, and 100%, or 11 out of 11 students from year 3 remain in the upper bands at year 7.