

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Kidman Park 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 Greg Graham, Review Officer of the department's Review, Improvement and Accountability directorate and Ian Dickie and Leanne Trewartha, Review Principals.

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

Kidman Park Primary School caters for students from reception to year 7. This includes students in our Severe Multiple Disabilities Unit. It is situated 10kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 530. Enrolment at the time of the previous review was 458. The local partnership is Western Adelaide Shore.

The school has a 2020 ICSEA score of 1056 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population includes 2% Aboriginal students, 6% students with disabilities, 35% students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 13% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 15th year of tenure. The leadership team consists of a Deputy Principal, a Coordinator of Numeracy Achievement, and Coordinator of the Severe Multiple Disabilities Unit.

There are 36 teachers, including 6 in the early years of their career, and 12 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** In order to enhance learning for students, make learning intentions more accessible and provide relevant explicit success criteria for each learning intention.
- Direction 2** In order to more effectively target student learning at a whole-school level, develop an evidence-base for all site improvement processes.
- Direction 3** Deepen the effectiveness of the school's partnership with its parents through collaborative review and refreshing of the school's stated vision for student academic achievement.

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

Student-initiated learning intentions were evident across the school. They are regularly referenced through daily routines, such as the 'Tuning-In' activity and, for individual students, the 'focus student' strategy (part of the Walker Learning Approach). Pre-tests and other assessment tools are used to assist students to generate a specific learning focus. Sharing of learning actions and achievements with families via SeeSaw is common practice.

The School Improvement Plan (SIP), professional learning opportunities undertaken, and adoption of a developmental learning approach, created a targeted, evidence-based learning culture. School improvement plan teams drive the priorities, track progress and report on success. These teams are all linked to year-level teams to ensure actions are embedded across the school. Regular data review provides both a whole-school and classroom collection of data, along with analysis and then action to improve student learning outcomes. Support staff are pivotal in driving intervention programs, collecting data, sharing the planning with staff and informing parents of their child's progress.

The school's partnership with parents helped collaboratively develop the school's stated vision on student academic achievements through understanding the focus on Sustainable Development Goals and the Connected Curriculum approach. Electronic communication with the Governing Council and the broader community was pivotal in giving parents a greater insight into their child's learning. The school adapted parent communication procedures for students with disabilities, Aboriginal and Torres Strait Islander students and others, through the One Child One Plan template. Parents commented favourably on the amount of information they are receiving about their child's learning and the directions of the school.

Lines of inquiry

Effective school improvement planning

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

The school is to be commended for the comprehensive processes used to ensure that all staff have collective ownership of and responsibility for school improvement planning. All staff were involved in the SIP development and recognise the importance of the focus on improving teacher practice and student learning. Staff spoke favourably and respectfully of the leadership team in driving improvement and support to enable teachers to direct their own learning. Staff recognised the work of the curriculum leaders in leading and supporting them in actioning the SIP actions.

The SIP focus on literacy, with a particular focus on phonics and writing, is well-understood and the vehicle for change was implemented through Systematic Synthetic Phonics, 7 Steps to Writing and Brightpath writing strategies. Whole-school commitment is evident in the uptake of improvement processes.

The embedded learning approach provides a balance between active student participation and explicit instruction has had a significant impact on the teacher's thinking and approach to teaching. Staff are collaborative, supportive, committed, and demonstrate a willingness to learn and embrace new challenges. Planning opportunities through team meetings to analyse achievement data and share expertise is evident. Opportunities to trial new learning, leadership opportunities, peer-to-peer mentoring through formal programs such as ORBIS, are valued. Achievement data is collected at a high and comprehensive level, shared amongst staff and used to drive the next steps in professional learning and student development.

The panel acknowledges what is already happening and the building on the successes of what is occurring. In strengthening the existing practice of involving all staff in the improvement cycle, the school will be well-positioned to ensure quality teaching that impacts improved student learning. Consider how the next SIP priorities, targets, teaching focus, monitoring strategies and success criteria outcomes, will need to be targeted to cater for reception to year 6 students.

Direction 1 To focus on stretching all students across Foundation to year 6, strengthen and embed the consistency of high impact teaching strategies to meet improvement targets and success criteria.

Effective teaching and student learning

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

The evidence presented indicates that the teachers are using the Australian Curriculum content, achievement standards and capabilities at a high degree.

Two of the main SIP priorities are to improve learning outcomes in English and mathematics. The school has a specific focus on numeracy and literacy. The Disabilities Unit team are to be commended on the learning programs offered, and their focus on literacy for all students. The school established a level of high expectation around what is to be taught and adopted frameworks and systems to implement the curriculum. The teaching of reading and spelling varied across the school. Future considerations include identifying the core elements of an evidence-based literacy approach that complements the Big 6 strategy.

Implementation of the Connected Curriculum approach highlights the use of common agreements across all teaching teams. Open-ended learning investigations and education research project are strategies used by teachers to provide intellectual stretch opportunities for students.

Differentiated approaches vary across the school with a diversity of strengths embedded across all year level groups. Consider how the planning of investigative tasks can be further developed.

Technology is a significant source of learning at the school, and students are motivated through the multimodal learning programs offered. In planning, teachers may consider the balance between explicit instruction and technology. Consider the use of the teaching and learning cycle in the planning and delivery of learning experiences.

The school is well-placed to consider drawing on the expertise of staff to lead the development and implementation of a balanced, targeted and differentiated literacy approach that encompasses writing, reading and word knowledge.

Direction 2 **Build on the coherent school-wide approach to the ongoing development of teacher capacity and efficacy in the teaching of curriculum and its delivery.**

Effective teaching and student learning

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

Relationships between the students and teachers are a strong attribute. Students reported that their teachers offer encouragement, advice and guidance. Teachers create interesting learning opportunities through strategies such as ICT and investigative and research projects connecting tasks to real-world examples.

The focus student strategy allows students to share their learning and identify any learning goals. Teacher feedback strategies varied across the school, with most using conferencing as the main approach. This includes a more targeted form of feedback via the focus student strategy. Other strategies include peer feedback, self-review, random check-ins, formative/summative assessments and electronic formats.

Students were very clear in understanding that learning intentions help them achieve or consolidate new learning. Future considerations include unpacking learning intentions, goals, success criteria and then creating a model that allows students to own and use these aspects to drive their learning.

Student knowledge and understanding of their achievement data is limited. Through the formative assessment cycle, consider how teachers can involve their students in the co-construction of assessment rubrics and use this information in planning their own learning.

The student action teams, and student leadership group are forums used for student voice in school matters and learning. The Maths Minds group is very successful and is now adopted at year 5. Students enjoy the challenge of their role and like helping others. The future development of actions teams in other curriculum areas is a consideration. The student leaders recognised the importance of their role and saw it as helping them grow personally, both academically and socially.

The school is well-positioned to consider how to use student agency in the co-design of planning, assessment and feedback practices that enable students to benchmark their learning and become self-drivers in their learning.

Direction 3 Build teacher confidence to maximise student agency to ensure all students have the opportunity to be partners in their own learning.

Outcomes of the External School Review 2021

The school is providing effective conditions for student learning that actively engages students. The leadership team provides strategic direction, planning and facilitates targeted interventions. Teacher and leader practice are positively impacted by effective systems to build capacity. The school's planning processes are evidence-based and targeted. Students are provided opportunities and scaffolds that enable them to be involved in their learning. The demonstrated growth in student achievement is where it would be reasonably expected of a school in a similar context.

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

- Direction 1** To focus on stretching all students across Foundation to year 6, strengthen and embed the consistency of high impact teaching strategies to meet improvement targets and success criteria.
- Direction 2** Build on the coherent school-wide approach to the ongoing development of teacher capacity and efficacy in the teaching of curriculum and its delivery.
- Direction 3** Build teacher confidence to maximise student agency to ensure all students have the opportunity to be partners in their own learning.

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



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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 2020, 89% of year 1 and 85% of year 2 students demonstrated the expected achievement against the SEA. For year 1 and 2 this result represents an improvement from the historic baseline average.

In 2019 the reading results, as measured by NAPLAN, indicate that 87% of year 3 students, 81% of year 5 students and 83% 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 than the results of similar students across government schools.

In 2019 49% of year 3, 19% of year 5 and 37% of year 7 students achieved in the top 2 NAPLAN reading bands. For years 3 and 7, this result represents little or no change from the historic baseline average. For year 5, this result represents a decline from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading 61%, or 8 out of 13 students from year 3 remain in the upper bands at year 5, and 73%, or 16 out of 22 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019 the numeracy results, as measured by NAPLAN, indicate that 84% of year 3 students, 77% of year 5 students and 83% 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. For year 5 this result represents little or no change from the historic baseline average.

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

In 2019 36% of year 3, 18% of year 5 and 27% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 and 7 this result represents little or no change from the historic baseline average. For year 5 this result represents a decline from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy 58%, or 7 out of 12 students from year 3 remain in the upper bands at year 5, and 61%, or 8 out of 13 students from year 3 remain in the upper bands at year 7.

