



# EXTERNAL SCHOOL REVIEW

Partnerships, Schools and Preschools Division

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Report for Rose Park Primary School  
Conducted in May 2017



Government of South Australia  
Department for Education and  
Child Development

### **Review details**

*A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.*

*The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.*

*The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.*

*The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"*

*This Report of the External School Review 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.*

*The support and cooperation provided by the staff and school community is acknowledged. While, not all review processes, artefacts and comments are documented, they all have been considered and contributed to the development and directions of this Report.*

*The External School Review Process includes verification by the Principal that key DECD policies are adhered to and implemented. This information is provided in Appendix One of the report.*

*This External School Review was conducted by Kathryn Entwistle, Review Officer, Review, Improvement and Accountability Directorate and Brenton Robins and Anne Rathjen, Review Principals.*

## School context

Rose Park Primary School caters for children from Reception to Year 7, and is situated 3km from the Adelaide CBD. The enrolment of 546 students represents a steady increase over the last five years. The school is classified as Category 7 on the DECD Index of Educational Disadvantage and has an ICSEA score of 1169. The school population includes 3.6% of students with disabilities, and 40.3% of students of EALD background. Less than 10% are School Card holders.

The school Leadership Team consists of a Principal in the first year of her tenure at the school and a Deputy Principal in her second year at the school. In 2017, two teachers have been appointed as Senior Leaders and share a 1.0FTE responsibility for overseeing the Wellbeing agenda, as well as managing the Support Services operations at the school. The staff comprises 31 teachers, including seven in the early years of their career. At the time of the External School Review, seven teachers at the school are on contract.

## Lines of Inquiry

In considering the data summary in the School Performance Overview (Appendix 2) and the Principal's presentation, the Review Panel explored the following Lines of Inquiry to evaluate the school's effectiveness towards raising student achievement and sustaining high performance. During the external review process, the panel focused on four key areas from the External School Review Framework:

<b>Student Learning:</b>	<b>How well are students achieving over time?</b>
<b>Improvement Agenda:</b>	<b>How effective are the school's self-review processes in informing and shaping improvement?</b>
<b>School Community Partnerships:</b>	<b>How well does the school develop partnerships with students, parents and the wider community to improve student learning?</b>
<b>Effective Leadership:</b>	<b>How effective are the school's Performance and Development and Professional Learning practices in building teacher capacity?</b>

## How well are students achieving over time?

Rose Park Primary School has been an accredited International Baccalaureate (IB) school for over eight years. Through classroom visits and conversation with teachers, students and parents, the External School Review (ESR) Panel sourced strong evidence that this inquiry-based approach to teaching within the Humanities and Social Sciences (HASS) aspects of the curriculum has had a positive impact on students' ability to develop learner expertise. Time is dedicated for year-level teachers to co-plan units of inquiry that enable students to pose questions, predict outcomes, conduct investigations, source research and present findings. Much of this learning happens in collaborative groups and the panel agrees that this approach is representative of high-yield pedagogy that impacts positively on learner achievement. In addition, in 2017, leaders at the school are working with staff to draw alignment between the IB intended outcomes and learning outcomes in the Australian Curriculum (AC). As well as supporting strategic planning, the panel heard that this undertaking will contribute to informed and accurate reporting.

When pursuing inquiry into teaching approaches employed in other areas of the curriculum, namely English and mathematics, the panel members heard and saw much evidence that confirmed significantly diverse approaches are implemented across the school. Teaching staff, parents and students all discussed the variance of approaches; students and parents reported that effective transition from one class to the next sees learners' potential achievement determined by the pedagogical approach employed by the individual teacher. The ESR panel saw some evidence of contemporary approaches to literacy learning that enabled students to employ the same thinking strategies and processes of inquiry applied in IB learning. Many more examples were sourced of students completing worksheets that included similar activities or required them to complete simplistic tasks. In some classrooms visited, the panel members saw students provided opportunities to think about and solve numerical provocations. In these instances, students operated in

groups and worked together using processes of inquiry and collaboration. However, examination of students' books and conversation with most learners confirmed that in many classrooms, the teaching of numeracy is characterised by the completion of sums or, again, worksheets.

The panel acknowledges the historically high achievement represented by the NAPLAN test in both reading and numeracy; students perform very well in this systemic test. Analysis of High Band (HB) achievement across the years does show that some students achieving in the HB in Year 3 do not retain this achievement through Years 5 and 7. The panel noted throughout the process that students are articulate, confident, enthusiastic and knowledgeable learners. The opportunity to capitalise on this potential through the design of contemporary and consistently implemented pedagogical approaches to literacy and numeracy cannot be understated. Consistently implemented teaching that requires students to employ the process of inquiry and challenge, and stretches their thinking in these areas, will ensure that the highly evident potential of students is fully realised.

When conducting inquiry regarding how effectively student learning growth is monitored and evaluated, the ESR panel members were made aware of the vast array of tests implemented across the school, as well as the varied impact these have on planning intentional teaching. In one class visited, the ESR panel saw evidence of a teacher using student achievement data to identify understanding and ability for each learner, and using this data to plan accommodations for every student, including those exceeding standards. In a conversation conducted, another teacher spoke about their ability to monitor student growth closely *within* the school year, but expressed frustration that this was not possible *across* the years, as the variety of testing conducted in classes did not provide consistent evidence. The panel heard NAPLAN data discussed dismissively, and PAT data was reported as unreliable and inaccessible. Whilst the 'blue folders' that document students' test results are passed on from teacher to teacher, the influence these have on planning was not evident. The panel concurs with the need to raise the profile of data and data analysis to develop intentional teaching and track student growth across their years as a matter of urgency at the school.

#### **Direction 1**

**Deliver intentional teaching and systematically monitor long-term student growth through consistently implemented approaches to data collection and analysis across Reception to Year 7.**

#### **Direction 2**

**Provide intellectual challenge and deepen learner expertise through collective inquiry into, and the consistent implementation of, contemporary approaches to the teaching of literacy and numeracy.**

### **How effective are the school's self-review processes in informing and shaping improvement?**

It was highly evident through the leaders' presentation and conversations with staff and parents that the intent to engage stakeholders in collective improvement planning is a priority of the Leadership Team. After one term, a draft one-page Site Improvement Plan (SIP) has been generated and four committees established to generate improvement in the areas of:

- data, assessment and reporting
- curriculum, literacy and numeracy
- wellbeing
- STEM, Innovation and ICT.

At the centre of the draft SIP is the priority to focus on *Quality Teaching and Learning*. The ESR panel appreciates that the processes of self-review and improvement planning are in the early stages, and commends the leaders who have made these important aspects of school improvement a priority.

In Term 1 2017, staff undertook the SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) that enabled leaders to gather opinions regarding aspects of school practice and policy. Inquiry regarding staff perceptions of effective teaching practised across the school has been undertaken. The panel heard that this initiative was implemented in an effort to identify which practice/s had the most significant impact on student learning and how this could be promulgated across the school. Again, as this process of review is in its early stages, the data sourced from the inquiry is yet to be used to inform direction. All teaching staff, who are expected to participate within one SIP committee, have had the opportunity to reflect on the committee's focus under the lenses of *What do we do already? How do we know we are doing well?*

*Challenges and gaps and What next?* Responses to these reflections have then formed a Commitment to Action Strategy for each of the groups. These include reviewing the school's reporting format, developing a genre map, 'putting faces on the data', conducting a wellbeing audit and considering whole-school approaches to literacy. The Review Panel members acknowledge the deliberate intent to undertake collective improvement planning that ensures shared responsibility and action.

The leadership presentation and document analysis made clear that, at the time of the ESR, the processes of self-review undertaken have relied solely on perception data. A number of stakeholders across the school have had opportunities to voice their opinions and positions regarding school efficacy, practice and potential direction. Whilst the ESR panel members appreciate the place of perception data within self-review, the place of evidence and valid data are vital in determining clear and relevant direction. An opportunity for SIP committees to access, examine, discuss and respond to data that is evidence-based is apparent. Some staff at the school openly question the introduction of new initiatives. Employing evidentiary processes of self-review to inform decisions will ensure collective understanding of direction, maximise shared commitment and, importantly, certify that future plans for the school are intentional and pertinent.

### **Direction 3**

**Ensure the validity and impact of school direction, priorities and strategies through collective analysis of quantifiable data that makes evident the improvement imperatives.**

### **How well does the school develop partnerships with students, parents and the wider community to improve student learning?**

The panel heard many reports from staff and parents that a long-lasting connection exists between the school and the local community. Generations of some families have attended Rose Park Primary School and, during the ESR, an old scholar met with the panel and reported with pride that she is still sitting on the Governing Council (GC). Conversation with members of the GC and parent body made abundantly clear the contribution families bring to ensuring school facilities and grounds are of quality. In 2017, GC sub-committees have been established. A finance sub-committee has been formed, and parents with whom the ESR panel spoke were clearly informed and active in working with this brief. Interestingly, it was reported that the intent to establish an Education sub-committee of GC is apparent. The panel concurs that this strategic initiative has the potential to engage GC members in authentic partnerships to further improve student learning.

Evidence was sourced throughout many processes of the ESR to confirm that structures and processes to elicit student voice and influence, operate at the school. The Students Working Actively Together (SWAT) group comprises representatives from across the school. Students spoke about the conduit that class representatives provide between class and whole-school level decision-making. The panel was provided a list of questions class representatives had generated to elicit input regarding aspects of school improvement. At the time of the ESR, these included fundraising events and improvements to the play equipment. The recent establishment of the Playground Development committee has strong, consultative student voice represented. In one student conversation, the panel was informed that in 2017, attitudes of students across the school were more positive because they believed that they were listened to and able to make a difference.

The concept of student influence within learning, or student agency, was apparent in some classes. The panel heard of and observed teaching strategies designed to develop student understanding of the learning at hand, making purpose and intent clear to the learner. The provision of feedback was described by some students as valuable in identifying next steps for improvement, and others were able to reference the use of criteria for success and the place of rubrics in supporting them to monitor their progress. The panel saw one document that provided students with a continuum of learning achievement against A-E grades. Students referring to this document could reflect on existing understandings and clearly identify how they could develop mastery within the concept. Some students were able to identify quality learning as that which makes them think and struggle with problems. Other students described quality learning as 'work' that is well-presented, plentiful or neat, and reported that they knew how they were progressing by the number of ticks, stamps or Dojo points the teacher gave them. The ESR found that student agency within learning and, consequently, the potential they have to make decisions about and understand their learning, relies heavily

on the teaching strategies employed by the individual teacher.

The panel was made aware that in Term 1, students completed the TfEL Compass tool designed to elicit feedback from students to teachers. At the time of the ESR, this data was yet to be collated and provided to teachers. The findings will be important and enable teachers to engage in reflective practice regarding how the strategies they employ enable student influence within the learning agenda. The Review Panel members agree that given the student cohort, the opportunity to maximise agency within learning, to engage them in co-construction of rubrics and learning design and to develop active and informed learners, is an exciting proposition that is highly achievable.

#### **Direction 4**

**Develop learner expertise and agency through effective implementation of learning design and teaching practice that is referenced to the DECD pedagogical framework of TfEL.**

### **How effective are the school's Performance and Development and Professional Learning practices in building teacher capacity?**

The intent to embed a culture of collective voice and influence in improvement planning was a feature throughout the ESR. Many examples of inquiry to source both staff and student perceptions were evident throughout the process. The panel was also informed through the leaders' presentation that an initial undertaking was designed by the incoming Principal to hold a fifteen-minute conversation with every staff member to discuss, amongst other aspects, *How can I support you in what you want to achieve?*, *What did you value in the past?* and *What is my greatest challenge?* The panel members agree that this strategy made clear to staff that the Principal values their input and perceptions and, at the same time, allowed her to develop initial understanding of her work at the school.

School Services Officers (SSOs) with whom the panel spoke described the access that they have been afforded to engage in Professional Learning (PL) as relevant and pivotal in supporting their work. Some teaching staff also reported previous PL as valuable in bringing about more consistent approaches, an example being the pedagogical approach employed in some Early Years classes. The intent to send a large number of staff to EduTech, in order to influence the improvement of technology in learning at Rose Park Primary School, is seen as a potentially strategic investment. Most reference to PL made evident that staff have attended outsourced sessions delivered by experts in certain fields. The Review Panel agrees that access to PL that raises staff awareness of contemporary practice is significant as part of the PL cycle. However, minimal evidence was sourced during the ESR that staff have opportunities to engage in ongoing and in-house PL, either to build on learning accessed off-site, or to engage in discussion regarding contemporary strategies and initiatives informed by research. The panel members heard and saw some examples of excellent practice operating at the school, and encourage leaders to consider how structures might be designed to develop the influence of these teacher-leaders in delivering regular PL designed to progress consistent and effective practice across the school.

The Review Panel members heard that in 2017, systems to formalise and authenticate Performance and Development (PD) have been introduced. Staff with whom the team spoke explained that they have had the opportunity to meet with a line manager and discuss their strengths, interests and areas for improvement in practice. It was through conversations such as these that the leaders were able to connect two staff members with similar interests and capabilities, and to encourage them to work together in designing 'Pupil Progress' audits. This initiative is representative of the Directions generated through the ESR, as it allows teachers to assess each student and identify 'barriers' and opportunities for learning and to plan responsively. At the time of the ESR, however, this initiative was not driven by SIP committees and operating at a largely informal level, raising questions as to the level of impact it may have across the school. The Review Panel sees an opportunity to formalise this work and the potential it has to positively impact upon teacher capacity to plan intentionally, in response to data analysis.

#### **Direction 5**

**Build distributed leadership and raise teacher capacity by formalising existing, teacher-initiated processes of data analysis and promulgating these across the school through regular collegiate learning opportunities.**

### What is the school doing particularly well and why is this effective?

During the review process, the panel verified the following effective practice that is contributing significantly to school improvement at Rose Park Primary School.

**Effective practice from the Student Learning aspect of the External Review Framework was evident at the school.** The extent to which students are engaged and challenged in their learning was apparent through teaching designed to develop learner expertise through processes of inquiry aligned with the HASS domain of the Australian Curriculum. Dedicated planning time allows year level cohorts to strategically develop plans that enable students to pose questions, conduct research and experimentation, access multi-modal resources and to present findings. Students are also provided opportunities to identify their learner profile, contributing to a deeper understanding of their areas of strength and those for development. In particular, the panel noted the collaborative processes that operate during the inquiry cycle, representative of shared and interdependent learning. Evidence of this practice was sourced through classroom visits and conversations with staff, students and parents.

## OUTCOMES OF EXTERNAL SCHOOL REVIEW 2017

At Rose Park Primary School the demonstrated growth in student achievement is at or above what would be reasonably expected of a school in a similar context, and effective teaching actively engages learners in processes of inquiry in some areas of the curriculum.

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

1. Deliver intentional teaching and systematically monitor long-term student growth through consistently implemented approaches to data collection and analysis across Reception to Year 7.
2. Provide intellectual challenge and deepen learner expertise through collective inquiry into, and the consistent implementation of, contemporary approaches to the teaching of literacy and numeracy.
3. Ensure the validity and impact of school direction, priorities and strategies through collective analysis of quantifiable data that makes evident the improvement imperatives.
4. Develop learner expertise and agency through effective implementation of learning design and teaching practice that is referenced to the DECD pedagogical framework of TfEL.
5. Build distributed leadership and raise teacher capacity by formalising existing, teacher-initiated processes of data analysis and promulgating these across the school through regular collegiate learning opportunities.

Based on the school's current performance, Rose Park Primary School will be reviewed again in 2021.



Tony Lunniss  
DIRECTOR  
REVIEW, IMPROVEMENT AND  
ACCOUNTABILITY

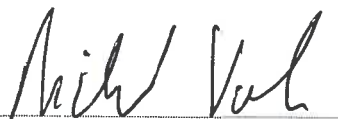


Anne Millard  
EXECUTIVE DIRECTOR,  
PARTNERSHIPS, SCHOOLS AND  
PRESCHOOLS

The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.



Di Burrell  
PRINCIPAL  
ROSE PARK PRIMARY SCHOOL



Governing Council Chairperson



## Appendix One

### Policy compliance

*The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.*

The Principal of Rose Park Primary School has verified that the school is working towards compliance in all applicable DECD policies. The Principal advised action is being taken to comply with the following DECD policies:

Aspects of Site Procedure: Item 1

- Hazardous Chemicals
- Plant Management.

When the school's actions achieve compliancy with DECD policy and procedures, the Principal must resubmit the Policy Compliance Checklist to the Education Director.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2016 was 91.2%.

## Appendix Two

### School Performance Overview

*The External School Review process includes an analysis of school performance as measured against the DECD Standard of Educational Achievement (SEA).*

#### Reading

In the early years, reading progress is monitored against Running Records. In 2016, 80% of Year 1 and 85% of Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents a decline at Year 1 and improvement at Year 2 levels from the historic baseline average.

In 2016, the reading results, as measured by NAPLAN, indicate that 92% of Year 3 students, 91% of Year 5 students and 89% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents little or no change from the historic baseline average, and for Years 5 and 7, an improvement and decline, respectively.

For 2016 Year 3 NAPLAN Reading, the school is achieving higher than the results of similar students across DECD schools and within at Years 5 and 7.

Between 2014 and 2016, the school has consistently achieved higher in Year 3 NAPLAN Reading relative to the results of similar groups of students across DECD schools.

In 2016, 74% of Year 3, 53% of Year 5 and 55% of Year 7 students achieved in the top two NAPLAN Reading bands. For Year 3, this result represents an improvement from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in reading, 65%, or 28 students from Year 3 remain in the upper bands at Year 5 in 2016, and 62%, or 26 students from Year 3 remain in the upper bands at Year 7 in 2016.

#### Numeracy

In 2016, the numeracy results, as measured by NAPLAN, indicate that 95% of Year 3 students, 96% of Year 5 students, and 92% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Years 3 and 5, this result represents an improvement from the historic baseline average, and for Year 7, a decline.

For 2016 Year 3 and 5 NAPLAN Numeracy, the school is achieving higher than the results of similar groups of students across DECD schools and within for Year 7.

Between 2014 and 2016, the school has consistently achieved higher in Year 3 NAPLAN Numeracy relative to the results of similar groups of students across DECD schools.

In 2016, 59% of Year 3, 51% of Year 5 and 58% of Year 7 students achieved in the top two NAPLAN Numeracy bands. For Year 3, this result represents an improvement from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy, 75%, or 27 of 36 students from Year 3 remain in the upper bands at Year 5 in 2016, and 83%, or 24 of 29 students from Year 3 remain in the upper bands at Year 7 in 2016.