

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Salisbury Park Primary School

Conducted in February 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 Maxine McSherry, Review Officer of the department's Review, Improvement and Accountability directorate and Katrina Sexton 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 from both mainstream school and the disability unit.
 - Teachers from both the mainstream school and the disability unit.
 - Aboriginal Community Education Officer
 - School based Speech Pathologist.

School context

Salisbury Park Primary School caters for students from reception to year 7 and has a disability unit. It is situated 20kms from the Adelaide CBD. The enrolment in 2020 was 252, including 24 students in the disability unit. Enrolment at the time of the previous review was 248. The local partnership is Salisbury.

The school has an ICSEA score of 976, and is classified as Category 3 on the Department for Education Index of Educational Disadvantage.

The school population includes 6% Aboriginal students, 21% students with disabilities, 10% students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 53% of students eligible for School Card assistance.

The school leadership team consists of an Acting Principal in the first term of a 1 term tenure, an Assistant Principal in the second term of a first tenure and a Band 2 Disability Unit Coordinator in the second year of a third tenure.

There are 17 Teachers including 3 in the early years of their careers and 4 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** **Strengthen and embed the emerging work on pedagogical practices to implement effective moderation processes and design learning tasks with multiple exit and entry points.**
- Direction 2** **Implement a whole-school approach to develop processes that will engage, stretch and challenge students to think critically and creatively.**
- Direction 3** **Strengthen staff capacity and ownership of the Site Improvement Plan through active involvement and participation in all stages of development, implementation and review.**
- Direction 4** **Strengthen student influence on their learning by engaging with feedback in a two-way process using data and evidence to enable individual goal-setting.**

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

Salisbury Park Primary School was previously reviewed in February 2017. The directions have led to the development of whole-school agreements in English and Mathematics and the design of learning tasks with multiple entry points enabling some students to achieve grades in the higher bands. Staff reviewed the School Improvement Plan (SIP) and processes have been put in place to further ensure collective responsibility. There is some evidence of students influencing their learning and goal setting, this continues to be an area of development to ensure all students are challenged. Some students were aware of their data, with this continuing to build in consistency at Salisbury Park Primary School. Parents indicated a high degree of satisfaction and were proud of their school.

Lines of inquiry

Effective school improvement planning

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

Intentional planning has been designed to build collective responsibility for school improvement planning. Staff reported increased opportunities to discuss the School Improvement Plan (SIP) at formalised staff meetings through learning band teams and cross-band committees. The school responded to the historic literacy data by strategically planning a whole-school commitment to literacy, specifically writing, using the *Seven Steps* model. Targeted literacy professional development for staff, speech pathology expertise and literacy intervention for students has resulted in consistency in teaching and positive student outcomes, evidenced by an upward trend of achievement across years 3 to 7.

Staff and students articulated the attributes of quality writing. Staff confidence and capacity has increased in literacy teaching and the model is now being implemented to build effective teaching pedagogy in numeracy.

The school decision to develop a SIP for both the mainstream school and the disability unit (Jacaranda) has directly impacted on Jacaranda staff being able to focus on targeted, responsive professional learning, collaborative data analysis and goal setting to meet the complex needs of their students. Jacaranda staff outlined a clear connection with the formation, review and implementation of the SIP. The development of a data collection schedule, using multiple measures, has created further clarity around student needs and growth points. Jacaranda staff collaboratively reviewed the data and identified writing as an area of future development.

All staff articulated a strong commitment to data analysis, including some initial sharing of Progress Achievement Test data with parents and the identification of trends. Staff are exploring how this translates to classroom planning and programming. Early career teachers are guided by the whole-school agreements and have been supported and mentored by experienced teachers to further develop their teaching practice. Experienced teachers reported that the whole-school agreements have further supported consistency.

Generally parents were not aware of the school improvement plan or priorities but expressed that literacy and numeracy had always been important at their school.

Direction 1 **Continue to build collective responsibility in school improvement planning and celebrate the outcomes of improvement with colleagues and the school community.**

Effective teaching and student learning

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

Classroom and specialist teachers were articulate in discussing the Australian Curriculum as the basis for planning and programming. Staff understand the school planning agreements and are guided by a checklist to submit termly overviews. Written feedback on teacher planning is provided by line managers to encourage reflection and build consistency.

Salisbury Park Primary School has mapped the literacy skills and genres to be taught at each year level against the Australian Curriculum. This overview is used by both classroom and specialist teachers. Teachers engage collaboratively to plan for the same year levels, with specialist teachers seeking more opportunities to work together and network beyond the school. Learning intentions and success criteria, although evident, varied in their form, use and implementation across classrooms. Moderation of task design and assessment is being further developed across the school and will support consistency.

Parents strongly indicated that 'staff never leave kids behind' - they provide support, organise assessments and arrange intervention. Parents of children with additional and/or complex needs described the school as going beyond their expectations to meet the needs of their children.

Students were articulate about which subjects they were good at based on their grades and cited practice, staying on task and perseverance as ways to further improve. They acknowledged assembly awards and opportunities to be involved in out of school programs eg SAPSASA, Oliphant Awards, as indicators of their success. Feedback to students was provided orally or in writing. Students identified the real life challenges they experienced in the environmental club, physical education activities, Science Technology, Engineering and Maths (STEM) program and cooking as motivators for their learning. Some students quoted specific inquiry-based projects that had been engaging. The school is well positioned to now expand this in order to enhance the school's commitment to 'fostering and developing individual talents and capabilities so that all members of the school community can achieve excellence.'

The Aboriginal Community Education Officer supports students to further develop Aboriginal perspectives and an understanding of historical data, with this also being further developed in classrooms.

Direction 2 Further embed collaborative moderation of task design and assessment with clear learning intentions and success criteria, enabling stretch in learning for all students including priority groups.

Effective leadership

To what extent is leadership capacity developed across the school to improve student learning?

Salisbury Park Primary School is committed to opportunities for staff to take on more leadership responsibilities including backfilling leadership positions, monitoring Occupational Health and Safety, chairing staff meetings and representing their peers on the Personal Advisory Committee. Teachers acknowledged they were leaders of learning working alongside leaders with students reporting that the learning is led by the Principal or their teachers. School Support Officers indicated targeted professional development had supported them in leading learning with students. Teachers provided clear structures outlining what they are expected to do in the classroom to improve student learning. Specialist staff felt confident that when sharing their ideas leaders listen.

Line management has been formalised in 2021 with a model of consistency. This professional relationship includes reading reports, classroom observations, feedback on planning, professional development and student review meetings.

At the beginning of the year staff were surveyed by leadership to determine their strengths with consideration as to how this could be used to further support peer learning. Curriculum leadership with peer support in STEM is already implemented. Jacaranda staff have shared their professional expertise at conferences and across their network to improve student learning outcomes.

There is a clear expectation for experienced staff to mentor early career teachers.

There was evidence of students working independently and collaboratively with some models of students teaching students visible. Students' involvement in decision making included sports day, homework tasks, talent shows, lunchtime activities and with whom they would like to work. Evidence varied across classrooms of students having authentic influence in their learning. Salisbury Park Primary School is well positioned to further embed student agency in the learning program. The establishment of the SALSPAC (Student Leadership) has provided increased opportunities for student leadership at the school and will be extended to include Jacaranda students.

Parents indicated a high level of satisfaction with the leadership. Leaders are approachable, quick to respond and effective communicators, who were visible before and after school.

Direction 3 Continue to build density in organisational and curriculum leadership to further ensure staff and students can be agents of change.

Outcomes of the External School Review 2021

Salisbury Park Primary School provides a safe, supportive and inclusive learning environment for students and staff. There is clear evidence that the school equally supports both student wellbeing and academic achievement. Staff work together as a collegiate team on school improvement planning to ensure high quality outcomes for students. Parents reported they were proud of their school and described leaders and teachers as passionate, caring educators who were 'always striving to go forward' in teaching and learning. Students were articulate learners developing resilience and persistence to achieve their goals.

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

- Direction 1** **Continue to build collective responsibility in school improvement planning and celebrate the outcomes of improvement with colleagues and the school community.**
- Direction 2** **Further embed collaborative moderation of task design and assessment with clear learning intentions and success criteria, enabling stretch in learning for all students including priority groups.**
- Direction 3** **Continue to build density in organisational and curriculum leadership to further ensure staff and students can be agents of change.**

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



Kerry Dollman
Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools

Shane Cowey
Principal
Salisbury Park 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 2019 71% of year 1 and 53% of year 2 students demonstrated the expected achievement against the SEA.

In 2019 the reading results, as measured by NAPLAN, indicate that 100% of year 3 students, 96% of year 5 students and 100% 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 higher than the results of similar students across government schools.

In 2019 59% of year 3, 52% of year 5 and 41% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents little or no change from the historic baseline average. For year 5 and 7 this represents an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 75% of students from year 3 remain in the upper bands at year 5 and 100% of students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019 the numeracy results, as measured by NAPLAN, indicate that 59% of year 3 students, 74% of year 5 students and 100% of year 7 students demonstrated the expected achievement against the SEA.

For year 3, this result represents little change from the historic baseline average.

For year 5 and 7 this result represents an increase from the historic baseline average.

For 2019 year 3 NAPLAN numeracy, the school is achieving lower than the results of similar groups of students across government schools.

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

For year 7 NAPLAN numeracy, the school is achieving above the results of similar groups of students across government schools.

In 2019 12% of year 3, 17% of year 5 and 29% of year 7 students achieved in the top 2 NAPLAN numeracy bands.

For year 3 this result represents little or no change from the historic baseline average.

For year 5 this result represents an improvement from the historic baseline average.

For year 7 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, 17% of students from year 3 remain in the upper bands at year 5 and 29% of students from year 3 remain in the upper bands at year 7.