

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT
OFFICE FOR EDUCATION AND EARLY CHILDHOOD

EXTERNAL SCHOOL REVIEW

REPORT FOR FRASER PARK PRIMARY SCHOOL

Conducted in May 2016



**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.

This External School Review was conducted by Helen Tunney, Review Officer, Review, Improvement and Accountability Directorate and Paul Harmer, Review Principal.

Policy compliance

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

The Principal of Fraser Park Primary School has verified that the school is compliant in all applicable DECD policies.

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 2015 was 82.4%, which is below the DECD target of 93%.

School context

Fraser Park Primary School caters for children from Preschool to Year 7. It is situated 76kms south-east of the Adelaide CBD, in the town of Murray Bridge, and is part of the local Murraylands Partnership. The enrolment is currently 96 students. The school is classified as Category 1 on the DECD Index of Educational Disadvantage. The school's ICSEA score is 903.

The school population includes 60% of students who are Aboriginal (85 students), 11% of Students with a Disability (9 students), 61% of students whose families are eligible for School Card assistance (53 students), 71% of students who have an English as an Additional Language or Dialect background (60 students), and 1 student who lives under the Guardianship of the Minister.

In 2015, 37.5% of Reception students were identified as developmentally vulnerable in the *Australian Early Development Census* (AEDC). This is down from 73% in 2012.

Enrolment has fluctuated over the last 5 years and is currently up from 67 in 2011. The school works in very close partnership with families, and each student has a personalised learning plan.

The school Leadership Team consists of a Principal in the 10th year of her tenure at the school. The school has a Wellbeing Coordinator (School Counsellor 0.7FTE) in the 4th year of his tenure. There are 5 teachers, including one in her first year of teaching, and 3 Step 9 teachers.

The school values are caring, respect, fun and enthusiasm.

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 2015, no Year 1 students and 28% of Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents a decline from the historic baseline average for Year 1. This result also represents little or no change from the historic baseline average for Year 2.

Between 2013 and 2015, the trend for Year 1 has been downwards, from 25% in 2013 to no students in 2015.

In 2015, the reading results, as measured by NAPLAN, indicate that 47% of Year 3 students, 20% of Year 5 students and 20% of Year 7 students demonstrated the expected achievement under the DECD SEA.

Between 2013 and 2015, the trend for Year 3 was upwards, from 29% in 2013 to 47% in 2015.

In 2015 Year 3, 5 and 7 NAPLAN Reading, the school achieved within the results of similar students across DECD schools.

Between 2013 and 2015, the school has consistently achieved lower in Years 3 and 7 NAPLAN Reading relative to the results of similar groups of students across DECD schools.

In 2015, 13% of Year 3, 7% of Year 5 and no Year 7 students achieved in the top two NAPLAN Reading bands.

Non-participation rates in NAPLAN are high. In 2015, 6 of 15 Year 3 students, 9 of 15 Year 5 students, and 4 of 10 Year 7 students did not participate in the NAPLAN Reading testing.

This has a negative effect on the school's performance in relation to the SEA.

Numeracy

In 2015, the numeracy results, as measured by NAPLAN, indicate that 53% of Year 3 students, 27% of Year 5 students and 10% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents an improvement from the historic baseline average. For Year 7, this result represents a decline from the historic baseline average.

In 2015 Year 3 and 5 NAPLAN Numeracy, the school achieved within the results of similar groups of students across DECD schools. In 2015 Year 7 NAPLAN Numeracy, the school achieved lower than the results of similar groups of students across DECD schools.

Between 2013 and 2015, the school has consistently achieved lower in Year 5 and 7 NAPLAN Numeracy relative to the results of similar groups of students across DECD schools.

In 2015, 13% of Year 3, 13% of Year 5 and no Year 7 students achieved in the top two NAPLAN Numeracy bands.

Non-participation rates in NAPLAN are high. In 2015, 6 of 15 Year 3 students, 9 of 15 Year 5 students, and 8 of 10 Year 7 students did not participate in NAPLAN Numeracy testing.

This has a negative effect on the school's performance in relation to the SEA.

Lines of Inquiry

During the review process, the panel focused on three key areas from the External School Review Framework:

Student Learning: **How are students challenged to aspire and achieve?**

Effective Teaching: **How well is formative assessment used to inform and refine planning?**

School Community Partnerships: **To what extent does parent engagement with the school impact on student learning?**

How are students challenged to aspire and achieve?

During the review, the panel heard from teachers at Fraser Park Primary School about the value of coaching and mentoring through consultants who are in place from Reception School to Year 5, in Accelerated Literacy (AL), numeracy, and Aboriginal Perspectives across the curriculum. This mentoring considerably impacts the school's improvement. Year 3 NAPLAN results show evidence of improvement in both reading and numeracy. This can be linked to the coaching process that has been resourced for many years. The AL pedagogy is valued by staff and parents. It is a key driver of programming. A teacher said: "The coaches support our programming to meet the Australian Curriculum (AC) requirements."

An example of the strength of literacy and numeracy development is a parent mentioning how her daughter, who is in kindergarten, has inspired her to read books at home, which she has never done previously. There is significantly positive preschool to school transition at the school. This was verified to the panel by leaders and parents in the discussions that were held. The school is well-placed to extend the influence of coaching across the school in order to raise the reading and numeracy levels of students.

Fraser Park Primary School teachers told the panel that they recognise that the learning experiences they provide to students need to take them beyond Murray Bridge. Parents spoke to the panel about how they value that the school facilitates this. Teachers told the panel about their recent use of the *Wonderwall* to expand the students' experiences. This strategy has been initiated by the Aboriginal Perspectives Across the Curriculum consultant. A next step for the school is to deepen student capacity to talk about the learning they are doing.

During the class walk-throughs, the panel saw evidence of effective resourcing. The school's strong multicultural focus is valued by all stakeholders. Fraser Park Primary School is passionately supportive of student inclusion. Attendance is well-addressed, with 100% of absences being followed-up, and Aboriginal student attendance is higher than non-Aboriginal student attendance. The Principal said: "We have created a culture of follow-up (about attendance). Families are now more responsive because they know every absence will be followed-up." A next step for the school is to develop some explicit strategies to address the impact of transience on student learning.

There was evidence of student voice through *Circle Time*. Students have a convincing sense of pride in the school and enjoyment in their schooling. Students told the panel that reading is a substantial part of their day-to-day life at school. Strong student-teacher relationships were evident to the panel in the positive ways that teachers and students spoke about each other. A next step for the school is to use the solid relationships teachers have with students to engage them in learning about their learning.

The Governing Council told the panel that they have high levels of confidence in the quality of learning that the students are accessing through the school. One Governing Council member said: "I value the learning they make the children do. The teachers put effort into getting children with difficulties to learn." There was a noteworthy sense of optimism for Aboriginal learners conveyed to the panel by the Aboriginal Education Support Staff Team and parents of Aboriginal students. Aboriginal parents stated that the school encourages their children to be aspirational. It is appropriate for the school to challenge students and their parents to aspire to intellectually higher levels of learning.

Direction 1

Increase the intellectual challenge of teaching for higher-order student learning with a focus on empowering students with metacognition about the learning process.

How well is formative assessment used to inform and refine planning?

In their conversations with the panel, teachers gave examples of their uses of data for planning. One referred to an assessment rubric, and one talked about using *Monster Spelling* to diagnose teaching points for groups of students. Teachers could identify the support of the numeracy consultant to help with numeracy tracking tools. The reporting proforma showed that teachers use A-E grades in reporting. Leadership stated that there are weekly performance and development meetings held with each teacher. The school is in an advantageous position to make greater and more consistent use of assessment data to inform teaching practice.

Teachers and parents at Fraser Park Primary School told the Review Panel about the strategy of creating a Personal Learning Plan (PLP) for each student. This plan includes individualised targets for student learning growth and is reviewed by the class teacher at the end of each term. In addition, an Identity Web is created for each Aboriginal student. Teachers could clearly articulate the value of these Personal Learning Plans (PLP) and Identity Webs. Parents talked about how they value the school's sharing of their child's PLP and Identity Web with them, and that it gives the family a record of their child's development through their primary years of schooling. The school can strengthen the way they use the PLP and Identity Web with the student to continuously review and refine their personal learning goals, and to inform the teacher's daily and weekly planning.

A new reading intervention program has been recently introduced at Fraser Park Primary School. Data is used by the school to identify students for access to the program, which, in its initial stages, is having a positive effect. Data analysis shows that 78% of students who have accessed the program so far have made good reading growth. Parents know about and value the strong intervention strategies used by the school, including one-to-one assistance. The panel found multiple sources of evidence about the efficacy of the school's evidence-based focus on reading from all groups of stakeholders, and the success in Running

Record and NAPLAN reading data in Years 3 and 5 corroborates the positive impact on learning of this strategy. It is appropriate for the school to extend its use of an evidence-base to give students access to successful interventions in other aspects of literacy and numeracy.

Students at Fraser Park Primary School are strongly supported to develop self-regulation of behaviours for learning, and emotional self-regulation to deal proactively with issues that affect their lives. The panel heard from Leadership, staff, students and families about the strategies and amount of support that the school provides to students on a daily basis. These strategies include cool-down spaces that are always staffed, the use of restorative practices by classroom teachers, and a wide range of extra ancillary staff who can step in to provide 1:1 support to a student as needed. Families value that the school deals with all student behaviour issues at school. The school collects and analyses student behaviour management data when higher levels of intervention are required and students access the formal cool-down space. The school is capable of developing an even greater evidence-based approach to the monitoring of the development of student behavioural and emotional self-management by collecting and analysing data at lower levels of intervention.

Direction 2

Improve data literacy in the school: that of teachers through an explicit focus on the use of formative assessment data to inform planning and pedagogy; and in the development of an evidence-based approach to the continuous monitoring of the impact of student behaviour on teaching and learning.

To what extent does parent engagement with the school impact on student learning?

Family connections and the ability to work with families is an outstanding strength of Fraser Park Primary School. The panel was provided with evidence of many excellent strategies for building and maintaining sound home-school bonds through, for example, a variety of family events. The school's excellence in home-school communication was verified by the parents to whom the panel spoke, and strong community confidence in the teachers. Teacher availability to parents is evident in parent comments on how teachers show increased effort to ensure children are at school and learning. The school has an opportunity to discuss with parents the need it has to increase the level of intellectual challenge for students.

The portfolios used to demonstrate learning are valued by families. Family nights are a creative option for parent-teacher interviews that are valued by parents. The school is well-placed to inform students and parents about academic standards and include parents and students in the moderation of student work.

The Governing Council has a strong sense of belonging to and pride in the school; the members are well-informed and collaboratively discuss issues, which assists with consultation. The Review Panel has been made aware that there is a very inclusive community at Fraser Park Primary School, and that parent partnerships inspire great pride and union at the school. A next step for the school is to include the Governing Council in evidence-based discussions about student learning and behaviour.

An outstanding level of support for Aboriginal families was substantiated to the panel by the parents interviewed, who praised the tactful way issues were dealt with by the school. The Family Community Partnerships initiative is highly successful. The Principal said: "What happens at the Family Community Partnership meeting is driven by the families. Through this strategy the skills of Aboriginal parents are built but also they influence what happens in the school."

The school is a 'one-stop-shop' for students and families. There is a continuity of services and support in the school that meets the needs of the community. Wellbeing matters a lot to parents, and they value very much what the school does. The school is a safety net for many families. Parents told the panel that the school runs a range of programs that are appreciated by the parents. It is appropriate for the school to further support students and their families to understand the value of academic learning and its relationship to the future wellbeing of students.

Direction 3

Foster a whole-school culture of improvement characterised by high expectations for students through enhancing the community's capacity to engage with learning.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

Fraser Park Primary School works in close partnership with parents and the community. It has developed and sustained exemplary practices for positively connecting the full range of families in its community to their children's schooling. Teachers are provided with and use structured time for ongoing collaborative professional learning. Teachers are supported with regular coaching to provide a coherent and engaging curriculum for students using the Australian Curriculum, and to use teaching practice that reflects DECD pedagogical frameworks.

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

1. Increase the intellectual challenge of teaching for higher-order student learning with a focus on empowering students with metacognition about the learning process.
2. Improve data literacy in the school: that of teachers through an explicit focus on the use of formative assessment data to inform planning and pedagogy; and in the development of an evidence-based approach to the continuous monitoring of the impact of student behaviour on teaching and learning.
3. Foster a whole-school culture of improvement characterised by high expectations for students through enhancing the community's capacity to engage with learning.

Based on the school's current performance, Fraser Park Primary School will be externally reviewed again in 2020.



Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Jayne Johnston
CHIEF EDUCATION OFFICER

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.

Michelle Kamma
PRINCIPAL
FRASER PARK PRIMARY SCHOOL

Governing Council Chairperson