

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Fraser Park Primary school

Conducted in November 2019



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, they all have been considered and contributed to the development and directions of this report.

This review was conducted by Debbie Grzeczowski, Review Officer of the department's Review, Improvement and Accountability directorate and Niki Takos, Review Principal.

Review Process

The following processes were used to gather evidence relating 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
 - Parent groups
 - School Services Officers (SSOs)
 - Student groups
 - Teachers

School context

Fraser Park Primary School caters for children from preschool to year 7. It is situated 80kms from the Adelaide CBD. The enrolment in 2019 is 61 students. Enrolment is declining over the last 5 years. Enrolment at the time of the previous review was 98.

The school has an ICSEA score of 747 and is classified as Category 1 on the Department for Education Index of Educational Disadvantage. The local partnership is Murraylands.

The school population includes 61% Aboriginal students, 18% students with disabilities, 13% students with English as an additional language or dialect (EALD) background, no children/young people in care and 95% of families eligible for School Card assistance.

The school leadership team consists of a principal in the 14th year of their tenure at the school. The school has a 0.8FTE student wellbeing leader.

Previous ESR or OTE directions were:

- 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.
- 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.
- 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.

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

The panel found limited impact of the previous directions on school improvement at Fraser Park Primary School. Recent support for the Local Education Team (LET) and the Murraylands partnership has guided practice and assists shifting teacher pedagogy. Whilst the panel acknowledges the positive changes occurring at Fraser Park Primary School, the panel evidenced that these changes were in their infancy and not embedded consistently across the whole-school. Staff collect purposeful data which is supported by a central data store which makes data accessible to all staff.

One area from the previous review which has had traction across the whole site is the consistent impact focus on oral language. Staff have collaborated with their support services speech pathologist to develop a comprehensive, whole-school approach to testing and explicitly teaching vocabulary. The panel evidenced the positive impact of this approach on student outcomes.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How well does the school use improvement planning processes to raise student achievement?

The school has a cohesive leadership team who collaborates with staff to produce their current improvement plan. Staff engaged with data to identify areas for improvement and all staff know the Site Improvement Plan (SIP) focus.

The school receives significant support from the LET to develop teacher pedagogy and further strengthen capacity to deliver on SIP goals. The new school improvement model with its narrow and deep focus will support the school to build consistency of pedagogy. Staff are willing to collaborate and share their practice and there is opportunity to continue and further build understanding and consistency using the expertise of department personnel, the LET team and partnership colleagues.

Staff are using data to identify students for intervention and some tracking systems are in place to monitor individual student progress. Although the high level of transience impacts on data, the panel found a limited commitment to standardised assessment as not all students attending the school participated in PAT assessments. A commitment to assessing and preparing students with the skills to participate in assessments will provide the school with a deeper dataset of student learning progression. Increasing staff data literacy skills will increase their capability to track and monitor all students and triangulate a variety of data to inform practice and monitor impact.

The school improvement model provides clarity for an improvement agenda. However, there needs to be clear structures and processes in place to help drive the plan. The panel found that key structures and processes such as Professional development program (PDP) plans aligned to the SIP, observations and self-assessment using AITSL standards are in their infancy. The school is required to start using the department's PDP template plans to ensure teacher practice is explicitly linked to the SIP with targeted goals for individualised professional improvement. Leaders enacting a quality PDP process supported by formalised observations of teacher practice will build coherence and rigour in teacher practice to deliver on SIP goals in a cycle of continuous improvement.

Direction 1 **Build coherence and rigour in teacher practice by all staff using the department's PDP plan supported through focused observation to drive the cycle of continuous improvement.**

EFFECTIVE TEACHING AND STUDENT LEARNING

How effectively are teachers supporting students to improve their learning?

Teachers articulate a positive change in collecting purposeful data and having MarkIt as a central data store. Easy access to data enables staff to use data to group students and some data, such as reading levels were known by students.

There is an embedded focus on wellbeing which provides ongoing support for students and families. Given the high level of transience, all new students are connected to the school through the creation of identity maps. The panel felt the focus on 'wellbeing for learning' needs to shift into 'learning for wellbeing' with greater emphasis placed on improving learner outcomes.

The panel were informed that all students have learning goals and personal learning plans to guide their learning. Some learning goals explicitly provide students with their next steps in learning whilst others were of a more generalised nature. One class had identical goals for all students and several personal learning plans had identical, general goals and lacked the explicitness to make them 'personal'. The strategic intent to develop targets with students represents staff understanding that students having ownership of and engagement with their learning is key to maximising potential success. The panel felt there is opportunity for staff and students to collaboratively produce a common understanding and approach to what student influence in learning looks like.

The panel evidenced some use of learning intentions and success criteria but felt there was opportunity to further strengthen practice by using child friendly language to increase relevance for all students. The majority of students with whom the panel spoke reported most of their work was 'too easy' or 'just right'. This lack of rigour was further evidenced in classroom visits where the panel observed low level task design with little depth of learning offered. The panel felt there is opportunity for staff to re-focus on learning design to differentiated learning opportunities in every lesson.

Direction 2 **Ensure all students receive differentiated learning with appropriate scaffolding, stretch and challenge through collaboratively strengthening teachers' capacity in learning design.**

EFFECTIVE LEADERSHIP

How effectively does the school leadership ensure a clear focus on improving teaching and student learning?

Fraser Park Primary School has a strong, positive culture and an embedded focus on wellbeing supported by a clear set of values which are apparent throughout the school. Leaders' are respected and trusted by staff, students and parents and provide a strong focus on community. Although students report strong connections to the school, student achievement data has been declining since the previous review.

The new school improvement model with its narrow and deep focus will support the school build consistency of pedagogy. However, this narrow focus has resulted in a disproportionate amount of time spent on literacy which needs to be rectified to enable students' access to a balanced curriculum. There is opportunity to build understanding and consistency of pedagogy using ongoing support from the LET team. The recent partnership focus of learning sprints has enabled staff to use pre and post data to track and monitor growth.

Staff talked of leaders' looking after the wellbeing of students, staff and community. Leaders' allocated resourcing in terms of staffing and finances to boost attendance by collecting students and conducting daily home visits. Given this has had little impact on attendance data, the panel felt there is opportunity to investigate re-aligning resources to support student learning within the school.

Leaders' use data to identify students requiring intervention. Targeted literacy and maths groups are having a positive impact largely due to the explicit structured nature of the programs delivered. The panel felt there is opportunity for leaders to collaborate with staff and students and identify key aspects of pedagogy used during intervention and transfer these into classroom practice.

The panel evidenced disparity between student report grades and student data. An increased focus on moderation will build teacher capacity to accurately allocate A to E grades.

Direction 3 Strengthen moderation processes to build teacher capacity to accurately allocate A to E grades.

Outcomes of the External School Review 2019

Students at Fraser Park Primary School display a sense of pride in their school which is supported by strong relationships with adults within the school. Parents are happy with the school and commend the school for proactive approach to communication if any issues arise. Fraser Park Primary School has an embedded focus on wellbeing and a strong sense of community.

Staff collaborate well and seek ways to improve their practice. Staff celebrate student success through an established process of sending learning postcards home to families. The school benefits from their preschool and Learning Together based onsite.

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

- Direction 1** Build coherence and rigour in teacher practice by all staff using the department's PDP plan supported through focused observation to drive the cycle of continuous improvement.
- Direction 2** Ensure all students receive differentiated learning with appropriate scaffolding, stretch and challenge through collaboratively strengthening teachers' capacity in learning design.
- Direction 3** Strengthen moderation processes to build teacher capacity to accurately allocate A to E grades.

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



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