

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Richmond Primary School

Conducted in March 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 Helen Tunney, Review Officer, of the department's Review, Improvement and Accountability directorate and Pam Thompson, 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 Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Richmond Primary School caters for children from reception to year 7. It is situated 4kms from the Adelaide CBD. The enrolment in 2019 is 374 students. The enrolment at the time of the previous review was 283.

The school is classified as Category 5 on the Department for Education Index of Educational Disadvantage. The school's ICSEA score is 1096, up from 1068 in 2015. The local partnership is West Torrens.

The school population includes 2% Aboriginal students, 6% students with a verified disability, 5% of families eligible for school card assistance, 68% EALD students (52% funded) and 3 children in care.

The school hosts a special option speech and language class for 8 identified students, R-2. This class is resourced with a full-time teacher and SSO, and a part-time speech pathologist.

An Intensive English Language Program (IELP) operates 6 classes at Richmond Primary School. Around 60% of students exit from this program to Richmond Primary School.

The school leadership team consists of a principal in the 1st year of her tenure, a deputy principal and assistant principal (IELP), a 0.6 student wellbeing leader and literacy coordinator. There are 31 teachers, none in the early years of their career, and 13 Step 9 teachers.

Previous ESR or OTE directions were:

- Direction 1** Establish realistic school targets for achievement and growth against the Department for Education (DfE) standards, so that they guide and model learning expectations between teachers and students at the classroom level.
- Direction 2** Improve the proportion and retention of students in the higher bands of NAPLAN and Australian Curriculum (AC) by differentiating the learning for these identified students based on their individual learning goals.
- Direction 3** Increase the challenge and rigour in the planned learning tasks to support more students to achieve at higher levels as measured by the standard of educational achievement (SEA).

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

The school has used evidence-based improvement planning against the SEA since 2015. Whole school approaches to literacy and numeracy are documented in consultation with staff, and intervention strategies are becoming increasingly data-informed.

The school has addressed higher band achievement through a whole school focus on the implementation of high yield strategies, staff professional learning in differentiation and the provision of support to teachers to develop and implement inquiry-based cross-curriculum units of work. All teachers have progressed their use of learning intentions, success criteria and student goal setting. A numeracy stretch program has been introduced and all students access the specialist STEM initiative. Identified students are able to participate in a variety of curriculum-based national competitions.

Learning design, assessment and moderation (LDAM) processes have developed teacher capacity to design learning that is challenging and rigorous. Formative assessment is increasingly used to inform next step teaching, and the use of open-ended tasks with multiple entry and exit points is more evident in teacher practice.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

Staff have been very involved in planning from the previous ESR directions and in annual review of the school improvement plan (SIP). The IELP program has a modified SIP, adapted to goals for IELP students. Teachers have strong ownership of the SIP and most have a working knowledge of current challenges of practice. There is a clear line of sight between the purpose and implementation of programs, however links to practice were more developed in continuing rather than teachers new to the school. Training and development (T&D) is closely aligned to the SIP goals and has been since the previous ESR. The alignment of resourcing against the SIP is clear.

The use of learning intentions, success criteria and student goal setting has been a focus in the school. There is evidence in many classrooms (including specialist) of teachers' use of formative assessment practices to monitor the impact of their teaching. Whilst some teachers are working explicitly to develop student metacognition about the what, why and how of learning, this was not consistently evident across the school. There were also differences between what teachers say they are doing in student metacognition and evidence of transfer of these skills to students. The language of learning intentions, success criteria and student goal setting was evident in teacher talk and classroom visuals but not in student usage, although older students were more able to present evidence of metacognition and language for and about learning.

The school works effectively with staff to connect them with and own the SIP. Teachers are aware of the SIP goals and use this understanding in varying ways to inform their practice. The next step for the school is to support all teachers to make stronger connections between the SIP challenges of practice and their teaching impact on student learning in their classrooms. This would be supported by ensuring students can more effectively connect and engage with learning intentions and particularly success criteria.

Direction 1 Build on teachers' use of shared formative assessments to gather evidence of student learning and collaboratively analyse the links between student achievement, growth and teacher practice.

EFFECTIVE LEADERSHIP

How effective are the school's professional learning and performance and development processes (PDP) in building teacher capacity?

There is a strong structured literacy approach underpinned by very explicit whole-school programs for the development of all aspects of literacy. This focus makes literacy very obvious across all learning areas. There are whole school agreements and approaches to literacy which are regularly reviewed and modified. Teacher training in agreed whole school processes is refreshed regularly (e.g. running record training). The expertise of the IELP team is well-utilised for the development of all staff. There is strong teamwork and collective teacher efficacy.

Maths T&D is available for all teachers, with more for some who have made numeracy a PDP goal. The school is changing its approach to maths. It is important to ensure maths T&D is connected to practice and being developed consistently across the school.

Some teachers talked about the value of the PDP. There was varying understanding of this between teachers. Some teachers could articulate strong links between their PDP, SIP, T&D and use of SSO support in classrooms. Every staff member has a PDP in place but there is some inconsistency in the quality of personal goal setting. There are different levels of teacher metacognition of how they are learning to improve their capacity. Some are better at reflecting on their practice than others.

There is a high quality and effective literacy approach in the school. This has been developed and resourced over time and is positively impacted by the IELP program. The depth and explicitness of the work in literacy supports strong coherence for teachers in the development of their capacity. The school is well-placed to reflect on the reasons why their literacy work is so effective and bring these identified key elements into the strengthening of numeracy across the school. This will be assisted by ensuring that work to build teacher capacity includes a focus on regular teacher collaboration and reflection about the efficacy of their practice.

Direction 2 Build a coherent school-wide approach to the ongoing development of teacher capacity in teaching effectively for student numeracy achievement and growth.

CONDITIONS FOR EFFECTIVE STUDENT LEARNING

To what extent are all students, including Aboriginal students and other priority groups, achieving growth in their learning?

The school closely tracks and monitors student learning. Teachers monitor progress in a variety of ways and identify needs for intervention support. The development of oral language, decoding skills, reading and writing are monitored and focussed on explicitly R-7. Inquiry topics are developed to ensure literacy is explicitly developed across the curriculum. The IELP program is standardised and progressive and has in-built tracking and monitoring. This ensures strong monitoring of learning and responsive teaching. The whole-school approaches provide consistency and same language for and about learning across the school.

There is some use of data to motivate and engage students. Students are informed about where they are at, where they are going and how to get there in learning. Students talked strongly about their learning being engaging and challenging at the right level. Parents are mostly happy with how their children are progressing and feel well-informed about this.

There is an assumption that because tracking is done so well for all students that Aboriginal students are being adequately serviced. Special measures were taken in the past but less so now. Some teachers talked of links to Aboriginal cultural perspectives, including in music and visual arts. There is potential to further enrich inquiry units with Aboriginal perspectives.

The school has strong practices in tracking and monitoring growth, and is using data effectively for this purpose. Students at risk are identified early and intervention is strongly resourced and organised. The school has recently set in place structures so that the learning health of Aboriginal students can be specially profiled. A next step for the school is to review and reflect more widely, using current research-based evidence, on its structures, cultures and practices for Aboriginal learners and learning for all, about indigenous perspectives. The school has existing staff expertise and capacity to undertake this work and to develop a more intentional approach for Aboriginal learners.

Direction 3 Build on the school's inclusive approach to working with priority students in order to ensure Aboriginal students are making learning and wellbeing progress appropriate to the goals in their individual education plans.

Outcomes of the External School Review 2019

At Richmond Primary School the influence of previous ESR directions is evident in the school's improvement. The school is effectively using improvement planning and monitoring processes to raise student achievement. Teacher and leader practice is positively impacted by effective systems that build capacity. The school is providing effective conditions for student learning.

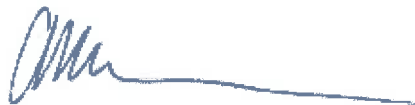
The principal will work with the education director to implement the following directions:

- Direction 1** Build on teachers' use of shared formative assessments to gather evidence of student learning and collaboratively analyse the links between student achievement, growth and teacher practice.
- Direction 2** Build a coherent school-wide approach to the ongoing development of teacher capacity in teaching effectively for student numeracy achievement and growth.
- Direction 3** Build on the school's inclusive approach to working with priority students in order to ensure Aboriginal students are making learning and wellbeing progress appropriate to the goals in their individual education plans.

Based on the school's current performance, Richmond Primary School will be externally reviewed again in 2022.



Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR
PARTNERSHIPS, SCHOOLS AND
PRECHOOLS



Ella Blake
PRINCIPAL
RICHMOND 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 2018 62% of year 1 and 44% of year 2 students demonstrated the expected achievement against the SEA. For year 1 this result represents an improvement, and for year 2, little or no change from the historic baseline average.

In 2018 the reading results, as measured by NAPLAN, indicate that 88% of year 3 students, 87% of year 5 students, and 88% of year 7 students demonstrated the expected achievement under the SEA. For years 3 and 7 this result represents little or no change and for year 5, an improvement from the historic baseline average.

In 2018 year 3, 5, and 7 NAPLAN reading the school achieved within the results of similar students across government schools.

In 2018, 66% of year 3, 60% of year 5 and 27% 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 those students who achieved in the top 2 NAPLAN proficiency bands in reading 71%, or 12 of 17 students from year 3 remain in the upper bands at year 5 in 2018, and 46%, or 5 of 11 students from year 3 remain in the upper bands at year 7 in 2018.

Numeracy

In 2018 the numeracy results, as measured by NAPLAN, indicate that 88% of year 3 students, 90% of year 5 students and 85% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 5 this result represents an improvement and for year 7, little or no change from the historic baseline average.

In 2018 year 3 and 5 NAPLAN numeracy the school achieved higher than and for year 7, within the results of similar groups of students across government schools.

In 2018 66% of year 3, 43% of year 5, and 39% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents an improvement from the historic baseline average.

Between 2015 and 2018, the trend has been upwards from 52% to 66% for year three and from 12% to 43% for year 5, respectively.

For those students who achieved in the top 2 NAPLAN proficiency bands in numeracy 70%, or 7 of 10 students from year 3 remain in the upper bands at year 5 in 2018, and 80%, or 4 of 5 students from year 3 remain in the upper bands at year 7 in 2018.