

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Keller Road Primary School

Conducted in June 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 Liz Matheson, Review Officer of the department's Review, Improvement and Accountability directorate and Brenton Conradi, 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
 - Teachers.

School context

Keller Road Primary School caters for students from reception to year 7. It is situated 28kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 226. Enrolment at the time of the previous review was 177. The local partnership is Salisbury. A disability Unit consisting of 4 classes opened in 2018.

The school has a 2020 ICSEA score of 920 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage. The school was previously classified as Category 3, demonstrating evidence the school community is experiencing greater socio-economic challenges compared to the previous review.

The school population includes 9% Aboriginal students, 22% students with disabilities, 35% students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 81% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 6th year of tenure, a Deputy Principal, wellbeing coordinator and disability coordinator.

There are 19 teachers, including 5 in the early years of their career and 4 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** Deliver engaging learning opportunities that inspire and connect with students, through collective inquiry into pedagogical approaches that promote intellectual challenge and deepen cognition.
- Direction 2** Design learning that meets the needs of individual students, and track student growth across the school, through regular and scheduled data analysis that informs intentional teaching and monitors student achievement.
- Direction 3** Ensure coherence in curriculum delivery and authentic student involvement by building teacher capacity to design sequenced and engaging teaching; and plan rich assessment tasks that are aligned with Australian Curriculum standards.
- Direction 4** Develop unity and common moral purpose through the establishment of systems that promote collective responsibility regarding school improvement planning and that ensure student learning and wellbeing is collaboratively enacted.

What impact has the implementation of previous directions had on school improvement?
<p>Direction 1 Development of learning goals reflects high expectations for each student, with clearly defined learning intentions and success criteria. Moderation sharing at Partnership level supported teachers in transforming tasks to challenge students.</p> <p>Direction 2</p>

It is an expectation that teachers' formative assessment determines if students have mastered concepts. Teachers analyse writing samples using the NAPLAN writing rubric to ensure consistency in moderation and to identify teaching points. Teachers use literacy progressions to develop common understanding.

Direction 3

The school has successfully adopted the '7 steps for writing' – a consistent literacy program across early years, and intervention programs for identified students.

Direction 4

Significant cultural change has taken place. Governing Council and staff members described the change from a punitive, closed culture to one of openness and transparency. The whole-school numeracy agreement was reviewed and updated to reflect the current focus on place value and trusting the count. There is a whole-school approach to social and emotional development.

Teachers reported, through the Perspective Survey, a 100% rate of satisfaction that colleagues share professional development expertise and best practice, and a 95% rate of satisfaction that the school's structures and processes are in place to facilitate collaboration between colleagues.

Lines of inquiry

Effective school improvement planning

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

The leadership of the school established a transparent, collaborative culture with an expectation of improvement and learning. This had a significantly positive impact and, together with staff training in using trauma-informed strategies, has resulted in calm and respectful conditions for learning. The leadership of the school is to be commended for leading these changes.

The school improvement plan (SIP) is a fluid, overarching plan known and understood by teachers. A systematic analysis of valid multiple measures was evident. Student skills are being regularly tracked through the progressions at a classroom level in mainstream classes, and by Abilities Based Education and Learning Support (ABLES), and other valid social-emotional indicators, in the Disability Unit. The tracking and support for ATSI students' achievement is commendable and supported by the valuing of Kurna culture and language.

Concerns about achievement in reading, particularly in year 3, lead the school to change a goal in the SIP. A reading needs analysis informed the school of what specific actions they need to take to address this downward trajectory. Screening of all students identified many students have gaps in phonemic knowledge in older year levels.

The challenge of practice and planned actions are based on current evidence. Teachers are supported in their PLCs and use departmental guidebooks, units of work and Australian Curriculum progressions. Leadership aligned professional development, intervention, whole-school agreements, performance development, and data and assessment, with the SIP literacy and numeracy goals. The school embraces connections with local colleagues and Partnership connections. There is clear evidence of review and renewal of agreements, known and understood by staff. Interventions are targeted and fluid depending on the assessed need, and are characterised by short skill sprints.

The school is in a good place to become more intentional, and target students by referencing quantitative school improvement data to lift them to the next level. They need to regularly evaluate the impact of their efforts, supported through performance development, to provide greater accountability and reward.

Direction 1 Develop teacher capacity to set individual student targets and provide intentional teaching to achieve improved student learning outcomes.

Effective teaching and student learning

How effectively are teachers supporting students to improve their learning?

Teachers reported that the use of evidence-based strategies was a key factor in developing coherence across the school. The school is trialling new initiatives, making reasoned decisions and not taking quick solutions. External support to build teacher capacity has been strategically sought.

Most teachers understand that pedagogy is the craft and 'how' of teaching. High-yield pedagogies, together with curriculum knowledge, high expectations and positive relationships, are critical to students' growth in achievement.

Teachers know the Australian Curriculum progressions and use them for their reports, year transitions and, in some cases, for students to set and frequently renew their goals for learning. Through work with the speech pathologist, staff understand the importance of phonological awareness and phonics, and are addressing identified gaps in senior years. Junior primary teachers have adopted the InitiaLit model and found through this approach that they had to lift their expectations.

Students reported the '7 steps to writing', 'word walls' and conferencing have contributed to their improvement in writing. They are enjoying learning mathematics. Teachers model multiple ways of solving problems. Games and building on students' interests are widely used to 'hook' students into learning. Regular use of visual technologies is effective with students in the Disability Unit. Success criteria, 'bump-it-up walls', and goals to motivate students were evident to varying degrees of effectiveness. In the Disability Unit, One Child One Plans are reviewed annually; however, smaller steps and goals are displayed, referred to, constantly achieved, renewed, and small milestones celebrated.

Many teachers acknowledged modelling and guided practice in teaching comprehension strategies is a work in progress. Students reported they found the reading demands in HASS challenging, even though they enjoy the subject matter. Teachers and leaders are working with an external consultant to build their repertoire, including questioning techniques. The design of tasks to enable multiple entry points and differentiate for the various student levels is complex and teachers are keen to improve their capabilities.

Direction 2 Further embed effective pedagogies and rigorous task design to lift expectations and provide more targeted differentiation.

Outcomes of the External School Review 2021

The school culture and focus on improvement and learning is commendable. Structures and processes to support the achievement of the SIP are transparent, aligned and effective. The level of coherence and consistency across the school is outstanding as teachers plan, learn and review together. The school is outward-looking, strategically accessing departmental resources, partnership and external support.

The school has been successful in providing strategies for students to self-regulate and be able to persevere even when the cognitive demands increase. Members of the Governing Council reported they think the school is in the best place in many years for students to learn and thrive.

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

- Direction 1** **Develop teacher capacity to set individual student targets and provide intentional teaching to achieve improved student learning outcomes.**
- Direction 2** **Further embed effective pedagogies and rigorous task design to lift expectations and provide more targeted differentiation.**

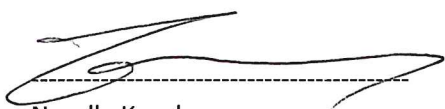
Based on the school's current performance, Keller Road Primary School will be externally reviewed again in 2024.



Kerry Dollman
Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools



Narelle Kusabs
Principal
Keller Road 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).

Disability Unit

In 2019 and 2020 students' progress in social and emotional development was assessed using (ABLES).

In 2021, ABLES was used to assess students' social, emotional, literacy and communication development.

In 2022, the school plans to use ABLES for all learning areas, which will enable individual students' progress to be tracked over time.

Reading

In the early years, reading progress is monitored against Running Records. In 2020, 30% of year 1 and 29% of year 2 students demonstrated the expected achievement against the SEA.

In 2019, the reading results, as measured by NAPLAN, indicate that 53% of year 3 students, 61% of year 5 students and 64% of year 7 students demonstrated the expected achievement against the SEA. For year 3, this result represents a decline, for year 5 little or no change, and for year 7, an improvement from the historic baseline average.

Between 2017 and 2019, the trend for year 3 has been downwards, from 70% in 2017 to 53% in 2019; and for year 7, has been upwards from 53% in 2017 to 64% in 2019.

For 2019 years 3 and 5 NAPLAN reading, the school achieved lower than results of similar students across government schools, and in year 7, within this range.

In 2019, 20% of year 3, 6% of year 5 and 14% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents a decline from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 33%, or 1 out of 3 students from year 3 remain in the upper bands at year 5, and 50%, or 2 out of 4 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 67% of year 3 students, 67% of year 5 students and 59% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5, this result represents an improvement, and for year 7 little or no change from the historic baseline average.

Between 2017 and 2019, the trend for year 5 has been upwards from 45% to 67%.

For 2019 years 3, 5 and 7 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools.

In 2019, no students in year 3, 6% of year 5 and 14% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents a decline from the historic baseline average.

Between 2017 and 2019 the trend for year 5 has been upwards from nil to 6%, and for year 7, from nil to 14%.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 100%, or 1 out of 1 student from year 3 remain in the upper bands at year 5.

