

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Klemzig Primary School

Conducted in September 2020



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 Kathryn Entwistle, Review Officer of the department's Review, Improvement and Accountability directorate and Suzie Sangster, 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
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Governing Council representative
 - Leaders
 - Parent groups
 - School Services Officers and Bilingual School Service Officers (SSOs and BSSOs)
 - Student groups
 - Teachers

The panel acknowledges the support of the AUSLAN interpreters in ensuring conversations and classroom observations were inclusive of all students and staff.

School context

Klemzig Primary School caters for children from reception to year 7. It is situated 8kms from the Adelaide CBD. The enrolment in 2020 is 234. Enrolment at the time of the previous review was 183, indicating a steady increase in enrolments over a four-year period. The local partnership is Torrens.

The school has an ICSEA score of 1015 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 6% Aboriginal students, 25% students with disabilities, 60% students with English as an additional language or dialect (EALD) background, 8 students in care and 38% of families eligible for School Card assistance.

The school includes a Centre of Deaf Education and an Auslan Bilingual Preschool (ABP).

The school leadership team consists of a principal in their 5th year of tenure, a deputy principal and 2 senior leaders for the Centre of Deaf Education and early years curriculum and wellbeing.

There are 14 teachers of the hearing and 14 teachers of the deaf. There are 2 teachers in the early years of their career and 1 highly accomplished teacher. Total FTE for the primary school is 11.4, and for the Centre of Deaf Education it is 11.5. The school employs a total of 186 school services officers (SSO) hours and 337 bilingual school services officers hours per week.

The previous ESR directions were:

- Direction 1** To support the school to realise its vision of intellectual stretch and ethical engagement at its heart, work with the Governing Council, local Partnership and broader community to transform the current perception of the school.
- Direction 2** To effectively support and challenge students, engage with the DECD Teaching for Effective Learning Framework (TfEL), to shape and guide changes in pedagogical practices, so that they become deeply embedded into daily practice.
- Direction 3** To provide students with tailored and targeted learning, work with teachers to develop a common understanding of learning differentiation and to use data effectively for their planning.
- Direction 4** To support students to improve their executive functions, develop and utilise pedagogies, which enable greater student influence in learning and assessment processes within and beyond their classrooms.

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

A positive shift in school culture and conditions for learning was strategically led and implemented. High expectations in interactions, behaviours and achievement, influence the conduct and attitude of staff and students. The approach to this significant improvement has been methodical, deliberate and, importantly, ongoing. A collective commitment to improving student learning is authenticated through systems that

build teachers' capacity to implement effective practice. Community perceptions are high, and the school is regarded as one of choice. Many reports confirm appreciation for the strong leadership that brought about these positive changes.

There was significant work undertaken to bring about pedagogical renewal and coherence. In many classes, students are offered opportunities to respond to provocations, conduct research and inquiry, or to pose and test hypotheses. The school's move to more contemporary pedagogical implementation has been referenced to external, evidence-based research, departmental frameworks and in-house expertise. Leaders understand the need to continue to embed this approach. In a few classes, learning through worksheets or teaching that requires lower-level thinking is still operating.

Teaching strategies designed to enable student agency and influence in learning have been a focus for improvement across the school. Success criteria and learning intentions are displayed in classes. A number of students are able to explain how these support their understanding of the learning intent, and how they can evaluate their progress. A highlight of the school's work to ensure student agency within learning, is the provision of effective feedback to students. This undertaking has seen student leaders engaging in consultation with peers, identifying the characteristics of effective feedback and promoting this in person to staff. Written feedback that acknowledges existing achievement and identifies areas for further development was sourced in some exercise books and on assignments. The school continues to embed this valuable concept across all classes.

Direction 3 of the 2016 report will be addressed against line of inquiry 2 of this report.

Lines of inquiry

Effective school improvement planning

How effectively are professional development opportunities provided to build teachers' capacity to implement challenges of practice?

The cycle of improvement was approached systematically and informed by valid data and documentation. Leaders established forums where collective development of priorities and challenges of practice were made possible. Teachers fully understand the evidence behind the intent of, and their place within, the improvement imperatives.

The 2019-2020 ongoing focus on the effective teaching of writing influenced practice across the school. The impact is visible in conversations with staff and especially students, one of whom explained her goal is to use 'intriguing vocabulary'. Data is used to evaluate improvement at the whole-school level and confirms an increase in student achievement.

Performance and development systems are structured and expectations of line managers and teachers are clear. Teachers' professional learning goals include alignment with school priorities as well as career goals. A differentiated approach to scaffolding teachers to achieve their goals includes observations, provision of feedback and engagement with 'fierce conversations'.

Professional learning teams (PLTs) and specialist learning communities (SLCs) are forums designed to scaffold teachers to respond to the challenge of practice, and establish consistent approaches across the school.

In PLTs, and in some instances SLCs, teachers reference research and then conduct a 'sprint' where implementation is trialed over a 5-week period. On conclusion, the teacher evaluates the impact of the trial. Some teachers determine this through pre- and post-assessments, others through student observations. Some teachers evaluate the effect of the trial through less-evidentiary modes, such as personal reflection or the concept of completion rather than impact. Leaders explain that the concept of more evidence-based evaluation of effective practice remains an area for further development, and the panel agrees.

In one SLC observed, teaching staff engaged with professional dialogue that enabled them to question, challenge and reflect on their implementation of the challenge of practice, providing an opportunity to shift existing practice to an even higher level. This collegiate approach moves beyond sharing and perpetuating practice, and provides a model that can be implemented across all professional forums.

Direction 1 Enhance teachers' capacity to implement expected practice by evaluating the impact of teaching trials through evidence and developing conversational models that ensure professional forums challenge and extend existing practice.

Effective teaching and student learning

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction?

Data is referenced to bring about improvement at the whole-school and student level. Teachers have used students' writing data to identify the next areas for improvement and have planned teaching responsively. Similarly, misconception data has supported teachers to understand and address areas for improvement in students' numerical thinking.

The concept of differentiated planning and practice has been a focus of the school, and strategic plans map actions leaders will undertake to progress teaching and task design tailored to student needs. Currently, differentiated practice is more likely to be aligned with students not at standard of educational achievement (SEA). Classroom visits and conversations with teachers confirmed that students not at SEA are provided accommodations and adjustments designed to scaffold their improvement. Teachers consider data analysis vital in supporting students who are not demonstrating expected achievement.

Leaders readily discuss the importance of extending the learning of students exceeding standard, and a few teachers also reference this concept. Some teachers explained that differentiated task design is a challenging concept when considering the needs of higher-performing students. Analysis of data that indicates students' strengths, and how to capitalise on these, is therefore an area for future focus. There is opportunity to maximise aspirational outcomes by ensuring teaching is tailored to include the higher performing learner.

The school's focus on feedback sees that students, particularly those not at standard, are provided detailed and intentional comments to support progression. Reportedly, students achieving at higher levels would welcome similar, more comprehensive feedback to ensure their potential is maximised.

The opportunity to develop deeper analysis and responsiveness to the data that indicates students are exceeding standard is clear. Responding to this data, through the design of tasks that enable universal access, and provoke intellectual stimulation, is the next developmental stage in the school's work to differentiate teaching to meet the needs of all learners.

Direction 2 Ensure all learners' potential is maximised through concentrated analysis of data that indicates a student is performing at higher levels, and the design of teaching that further extends their capability and understanding.

Outcomes of the External School Review 2020

At Klemzig Primary School, students have the unique opportunity to learn a second language throughout the school day and across curriculum areas. Families and students value this opportunity. A culture of high expectations influences positive interactions and learner achievement. Leaders are uncompromising in their belief that all students are entitled to expert teaching and effective learning, and that all students can achieve.

Highly systematic and intentional systems underpin the school's improvement planning cycle and drive development of effective teacher practice. Line managers are scaffolded to work with teachers to support professional growth within a culture that continually strives for excellence.

The findings of the external school review will add value to existing effective systems and processes operating with the school.

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

Direction 1 Enhance teachers' capacity to implement expected practice by evaluating the impact of teaching trials through evidence and developing conversational models that ensure professional forums challenge and extend existing practice.

Direction 2 Ensure all learners' potential is maximised through concentrated analysis of data that indicates a student is performing at higher levels, and the design of teaching that further extends their capability and understanding.

Based on the school's current performance, Klemzig Primary School will be externally reviewed again in 2023.



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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, 48% of year 1 and 53% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement for year 1 and little or no change for year 2, from the historic baseline average.

In 2019, the reading results, as measured by NAPLAN, indicate that 75% of year 3 students, 60% of year 5 students and 74% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 7, this result represents an improvement from the historic baseline average and year 5 a decline.

Between 2017 and 2019, the trend for year 7 has been upwards, from 57% to 74%.

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

In 2019, 29% of year 3, 13% of year 5 and 22% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents little or no change from historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 67%, or 2 of 3 students from year 3 remain in the upper bands at year 5, and 57%, or 4 of 7 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 75% of year 3 students, 53% of year 5 students and 78% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5, this result represents little or no change from the historic baseline average and for year 7, an improvement.

Between 2017 and 2019, the trend for year 3 has been upwards from 63% to 75% and for year 5, downwards, from 73% to 53%.

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

In 2019, 25% of year 3, 7% of year 5 and 26% 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 2017 and 2019, the trend for year 3 has been upwards from 11% to 25%.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 50%, or 1 of 2 students from year 3 remain in the upper bands at year 5, and 67%, or 2 of 3 students from year 3 remain in the upper bands at year 7.