

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Glen Osmond Primary School

Conducted in September 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 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 Kathryn Entwistle, Review Officer of the department's Review, Improvement and Accountability directorate and Erin McQuade, Review Principal.

Review Process

The following processes were used to gather evidence relating to the lines of inquiry:

- Presentation from the principal
- Class visits
- Document analysis
- Scan of Aboriginal Education Strategy
- Discussions with:
 - Governing Council Chairperson
 - Leaders
 - School Support Officers
 - Student groups
 - Teachers

School context

Glen Osmond Primary School caters for children from reception to year 7. It is situated 5kms from the Adelaide CBD in the suburb of Myrtle Bank. The enrolment in 2019 is 409 students. Enrolment has steadily increased over the last 5 years.

The school is classified as Category 7 on the Department for Education Index of Educational Disadvantage. The school's ICSEA score is 1119. The local partnership is Greenhill South.

The school population includes 3 Aboriginal students, 3% of students with a verified disability, 8% of families eligible for School Card assistance, 25% of students with English as an additional language or dialect (EALD) background, and no students in care.

The school leadership team consists of a principal in the 4th year of their tenure at the school. The school has a deputy principal and two senior leaders with responsibility for wellbeing and STEM. There are 21 teachers including 3 in the early years of their career and 11 Step 9 teachers.

Previous ESR or OTE directions were:

- Direction 1** Increase the challenge and engagement of students by developing learning tasks which are rigorous, have greater intellectual challenge and, where appropriate, incorporate the use of ICT.
- Direction 2** Incorporate feedback processes to and from students to establish prior learning, and to involve them in goal-setting and review of their progress.
- Direction 3** Increase the proportion of students retained in the Higher Proficiency Bands in NAPLAN and Achievement Standards in the Australian Curriculum by further building the capacity of teachers to use data and evidence to collaboratively design teaching and learning programs to meet the varied learning needs of students. Work collaboratively with internal and external expertise to achieve this outcome.
- Direction 4** Develop and enact systematic performance and development processes to ensure high-level adherence and consistency across the school to the priorities of the Site Improvement Plan and school Literacy and Numeracy agreements.

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

The panel sourced evidence that the school has responded effectively to the previous directions. The concept of engaging and challenging pedagogy has progressed through the introduction of Science Technology Engineering and Maths (STEM) in the school. A leader has been appointed to establish ICT infrastructures, educational networks and task design that enables students to pose theories, experiment with hypotheses and make evaluative conclusions. Students discuss their learning in this area with enthusiasm and informed the panel that they would welcome a similar, more inquiry-based approach to their learning, in other areas of the curriculum.

Almost all teachers report that they use formative feedback or assessments to establish students' prior learning before embarking on new concepts. They discuss the value this adds to meeting the range of

students' needs. Feedback to students was evident in some classes, such as ad-hoc verbal feedback or through written comments in books.

Some students are provided with confirming feedback or corrections on their work, yet are offered limited advice as to how they might strive for improvement. The effective approaches operating within the school provide a model that can be promoted across all classes. Most students set learning goals and can discuss these confidently. The panel acknowledges that these are strategically designed and aligned with learning progressions as well as regularly monitored.

Performance and development and professional learning systems have supported teachers and SSOs to implement the schools agreed literacy practices. Performance goals are aligned with Challenges of Practice and professional learning forums in school, and through partnership initiatives have been designed to scaffold staff development. Almost all staff agree that the structures in place to support consistent delivery of teaching in writing and spelling will be applicable as the school moves towards implementation of the numeracy agenda.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

Every staff member with whom the panel spoke, as well as the representative from Governing Council, are able to articulate the schools priorities and Challenges of Practice. The actions to achieve improvement in writing are understood at an intricate level and systems that build teacher and ancillary staff's capacity to implement the agreed practices have been introduced. Whole-school professional learning and partnership days have reportedly provided strong opportunities to support teachers to grow their practice.

In 2019, four Professional Learning Communities (PLCs) have been convened and are focused on literacy improvement. The panel acknowledges the strategic leadership that has brought about this model and all staff spoke about the forums with enthusiasm and commitment. The school is now well placed to review the actions of each PLC and deepen coherence across the teams. Reports indicate that a variance of implementation occurs with some PLCs operating more strategically and intentionally than others, where sharing good ideas and resources is more of the focus.

Teachers confidently and accurately discuss their students' growth against learning progressions in writing, and use this as a measure of success and indication of the next steps in learning. Leaders have evaluated school improvement imperatives through perception surveys conducted with teachers, and an increase in writing impact from 2018 to 2019 was presented to the panel.

As the school moves into the Improve Practice and Monitor Impact stage of the improvement cycle, it is well placed to review the affect that actions are having on student learning, with a number of literacy assessments scheduled throughout the year. Ensuring the review of systems and teaching practices is evidence-based, as well as regularly and collectively enacted will further contribute to the school's improvement agenda. Consideration of how the PLCs might undertake processes of monitoring, and which data will inform this, will be of value in further deepening the culture of shared responsibility that is already evident.

Direction 1 Further enhance the school's capacity to assess impact and adjust practice as required through a collective, regular and data informed approach to self-review and the coherent implementation of Professional Learning Communities.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

The profiles of both data and differentiated practice are apparent across the school. All staff discussed their understanding that data contributes to the potential to meet students' learning needs. Reference to the writing progressions was common when teachers spoke about the place of data in planning. The decommissioning of the school's static data wall indicates leaders' intent to bring about more regular, intentional and analytical use of data.

A data schedule determines which assessments will be convened and when, and as such, the school has a broad range of data available. In addition, the case management process sees each teacher required to identify 6 high performing students and then work with their line manager, and in some cases other colleagues, to design approaches that will accelerate them through the writing progressions. Many teachers reported that this approach for these students was also applicable for other students in the class.

The concept of differentiated practice is commonly discussed by staff. References to exit and entry points, and open ended task design were made by teachers. A few planning documents provided to the panel indicate that learning design is differentiated to address students' needs and allows them to work at their own interest, pace or level. More commonly, responses to data are characterised as the formation of ability groups, or access to intervention. Often teaching is pitched at the whole class, and teachers or SSOs then provide support to students to help them access the task. Students not at standard are often supported through out of class intervention.

A commitment to improvement and change is apparent across the school. All staff clearly want to attend to the varied learning needs of their students, whilst acknowledging the challenges posed in achieving this. An opportunity for the school to work towards a collective understanding of what differentiated practice is, and is not, is apparent. The development of an agreed position regarding differentiation, and the subsequent implementation of planning and practice, is an appropriate next step that evidence indicates teachers will welcome.

Direction 2 **Meet the learning needs of each student through the collective development of an agreed approach to differentiated task design, ensuring teaching is planned to allow all learners to meet their potential within the classroom.**

Outcomes of the External School Review 2019

At Glen Osmond Primary School, leadership provides clarity of vision, an enabling culture and increasingly strategic approaches to change. An inclusive and equitable approach to leadership is apparent. All staff discuss a highly collaborative ethos and are fully committed to the school's improvement agenda. The dedication to providing the best possible opportunities and outcomes for students is evident across the school. The panel commends the school's response to the improvement planning cycle and notes teaching practice has been implemented in response to this, in a relatively short time.

The culture, commitment and practices already in place at the school provide an excellent framework from which to progress the monitoring of improvement plans and develop greater differentiation within task design.

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

- Direction 1** Further enhance the school's capacity to assess impact and adjust practice as required through a collective, regular and data informed approach to self-review and the coherent implementation of Professional Learning Communities.
- Direction 2** Meet the learning needs of each student through the collective development of an agreed approach to differentiated task design, ensuring teaching is planned to allow all learners to meet their potential within the classroom.

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



Andrew Wells
A/DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS

Julie Mattiske
PRINCIPAL
GLEN OSMOND 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, 79% of year 1 and 87% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average at year 2 and a decline at year 1.

In 2018, the reading results, as measured by NAPLAN, indicate that 91% of year 3 students, 87% of year 5 students, 96% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5, this result represents little or no change, and for year 7 an improvement, from the historic baseline average.

Between 2016 and 2018, the trend for year 7 has been upwards, from 87% to 96%.

For 2018, year 3 and 5 NAPLAN reading, the school is achieving within, and for year 7 above, the results of similar students across government schools.

In 2018, 64% of year 3, 45% of year 5 and 48% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents an improvement from the historic baseline average.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in reading, 63%, or 20 out of 32 students from year 3 remain in the upper bands at year 5 and 64%, or 14 out of 22 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 98% of year 3 students, 96% of year 5 students, and 96% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7, this result represents an improvement from the historic baseline average.

For 2018, year 3, 5, and 7 NAPLAN numeracy, the school is achieving higher than the results of similar groups.

Between 2016 and 2018, the school has consistently achieved higher in years 3, 5 and 7 NAPLAN numeracy relative to the results of similar groups of students across government schools.

In 2018, 53% of year 3, 40% of year 5, and 57% 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 2016 and 2018, the trend for year 5 has been upwards from 22% to 40%.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 64%, or 16 out of 25 students from year 3 remain in the upper bands at year 5, and 73%, or 11 out of 15 students from year 3 remain in the upper bands at year 7.