

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Jervois Primary School

Conducted in October 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 Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate and Greg Platt, 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 group
 - School Services Officers (SSOs)
 - Student representatives
 - Teachers.

School context

Jervois Primary School caters for students from reception to year 7. It is situated 100kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 104. Enrolment at the time of the previous review was 99. The local partnership is Murraylands.

The school has a 2020 ICSEA score of 959 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 12% Aboriginal students, less than 5% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 32% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 1st year of tenure.

There are 7 Teachers including 0 in the early years of their career and 4 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** **Support consistency in teaching and learning across the school by collaboratively developing and embedding common agreements, effective pedagogy, and assessment in literacy.**
- Direction 2** **Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch, and challenge to be an integral aspect of everyday learning for all students.**
- Direction 3** **Collectively enable all staff to work together in a culture of continuous improvement using self-review practices which link SIP, PDPs, and professional learning with classroom practice.**

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

Jervois Primary School has a culture of sharing practice, fostered through teachers within the school taking a lead in literacy or numeracy, partnership professional learning groups (PPL) and previous support from the literacy guarantee unit. An 'open door policy' enables staff to work collaboratively together and learn from one another. While teachers refer to common agreements, changes in staff and improvement foci has resulted in some practices not being maintained in all classrooms.

Teachers collect a variety of data, particularly in literacy, to inform the improvement agenda and their practice. Data walls have been established in the Principal's office to promote discussions about student progress. While teachers express greater confidence in the use of data for intentional purposes, they identify designing learning that continuously challenges students as continuing work. A handwriting scope and sequence was developed last year.

Clear processes are in place that link the school's improvement agenda with targeted professional learning and performance development processes. Self-review processes monitor and review the school improvement plan (SIP) and as a small school, staff work closely together.

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?

Strategic processes have built teacher ownership of the SIP and their active involvement in monitoring and reviewing agreed improvement actions. While teachers have clear knowledge of their work from the SIP, School Service Officers have less understanding. In self-review processes, data is collected as evidence and a traffic light system is used to show progress against SIP expectations. Teachers do an initial analysis of their own class and then share with their colleagues for a collective understanding of what has been achieved and is yet to be achieved. Planning tools are used to inform teaching sprints (design and implementation of learning tasks, followed by evaluation of their impact on student learning), and regular analysis of data at check-ins in week 5 and 10 of every term establishes a cycle of continuous improvement. Rigorous conversations are occurring about how the site currently collects and uses data to identify and establish an ongoing consistent agreement of what will be collected. These conversations will identify which assessments will best inform teacher practice and student progress. Teachers are also currently trialling some other assessments to be considered as site preferred assessment tools.

Teachers and parents report that the narrower focus for improvement this year has enabled deeper attention to refining teacher practice. While scope and sequences in aspects of literacy are being developed, there are no current whole-school agreements in place for literacy and numeracy. Therefore, there is a reliance on induction processes and communicating information to new teachers of agreed practice. Maintaining consistency and rigour without formal agreements is challenging, as evidenced by classroom walkthroughs, which identified variable practice of expectations. For continuous improvement, embedding effective and agreed teaching practice consistently and coherently across the school is essential work.

As a small school, opportunities for teachers to have robust conversations that challenge practice can be limited. The PPLs provide opportunity for broader collegial discussions on common foci and there has been thought of seeking further network opportunities with local schools that are similar in context. These deeper collegial discussions where teachers critically evaluate and refine their practice for better outcomes are vital to improvement. A strength in previous years has been teachers videoing their teaching for later reflection. To further build coherence and consistency in effective practice, there is intention to release a lead teacher in literacy next year to mentor and coach others.

Direction 1 Strengthen processes that rigorously evaluate and measure actions to determine effective practice and then embed agreed strategies school-wide to drive improvement.

Effective teaching and student learning

How effectively are teachers supporting students to improve their learning?

Reading has been a focus at the school for some time, with daily reading and reading as homework identified as having a significant impact on outcomes. Parents receive information about how to support reading at home and students who don't do their homework read in the library at the end of the week. As part of reading, a focus on the explicit teaching of phonics, supported through partnership professional learning, has ensured instructional rounds and a phonological and phonemic awareness program are embedded practice. Consistency in literacy practice between the two younger classes is strong.

Teachers report more confidence in the use of data to plan learning for students. Formative assessment practices described include think pair share, observations, check-ins, learning journals, exit tickets and 'thumbs up, thumbs down'. Teachers are mindful of providing feedback to students, which is often verbal and praise. These formative assessment and feedback practices are most described as occurring after learning. Attention to formative assessment practices and explicit feedback during learning for 'just in time' stretch is essential. Deeper analysis of data for intentional and differentiated teaching is still evolving.

Teachers report that they differentiate learning through grouping students and providing multiple entry and exit points in tasks. The use of high impact strategies such as learning intentions and success criteria are in variable practice across the school. When these are unpacked and referred to during learning, students report they find them very useful to refocus on the task and know what their work should look like. Further developing and embedding learning intentions and success criteria in all classrooms, that are also scaffolded to differentiate learning, will ensure all learners are successful and continuously stretched in their learning.

Goal setting is considered an agreed practice for the school. Most students who have goals come up with them based on what they think they need to learn. A cyclic process of monitoring and reviewing goals for continuous improvement is not in place and generally students are not articulate about their learning. Students need their assessments shared with them, as well as explicit feedback, success criteria, rubrics and/or learning progressions, to understand what they know and what their next steps are in learning. These strategies will enable them to take more ownership of their learning and to set specific, relevant goals, which they monitor and review. While the 'learning pit' is common language in the school, all stakeholders identify stretch and challenge in daily learning for students as an ongoing focus for the school.

Direction 2 **Develop a culture of learning by empowering students to use embedded high impact strategies that enable them to take more ownership of their own learning.**

Direction 3 **Strengthen teachers' capacity in the analysis of data that informs day to day intentional teaching, to ensure all students receive the appropriate stretch and challenge.**

Outcomes of the External School Review 2021

Jervois Primary School has a welcoming atmosphere. Staff are a united and collegiate team who want the best for their students and are willing to embrace new learning. A high level of trust exists for the Principal, fostered by a narrower and deeper focus of the improvement journey. Dedicated attention to improving the behaviour and wellbeing of students, to establish an improved culture for learning, is recognised by teachers and parents. Continuing to build this culture and ensuring whole-school agreements become embedded, consistent, and coherent practice across the school, will be essential ongoing work.

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

- Direction 1** **Strengthen processes that rigorously evaluate and measure actions to determine effective practice and then embed agreed strategies school-wide to drive improvement.**
- Direction 2** **Develop a culture of learning by empowering students to use embedded high impact strategies that enable them to take more ownership of their own learning.**
- Direction 3** **Strengthen teachers' capacity in the analysis of data that informs day to day intentional teaching, to ensure all students receive the appropriate stretch and challenge.**

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



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Kimberly Rathjen
Principal
Jervois 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 2020 100% of year 1 and 60% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement from the historic baseline average.

In 2021 the reading results as measured by NAPLAN indicate that 69% of year 3 students, 78% of year 5 students and 47% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 7 this result represents a decline from the historic baseline average. For year 5 this result represents little or no change from the historic baseline average.

For 2021 years 3 and 5 NAPLAN reading the school is achieving within the results of similar students across government schools. For 2021 year 7 NAPLAN reading the school is achieving lower than the results of similar students across government schools.

In 2021 31% of year 3, 22% of year 5 and 12% 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 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 67% or 2 out of 3 students from year 3 remain in the upper bands at year 5 and 29% or 2 out of 7 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 85% of year 3 students, 44% of year 5 students and 53% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents little or no change from the historic baseline average. For years 5 and 7 this result represents a decline from the historic baseline average.

Between 2018 and 2021 the trend for year 5 has been downwards from 64% to 44%.

For 2021 year 3, 5 and 7 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools.

In 2021 0% of year 3, 11% of year 5 and 6% 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.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in numeracy 100% or 1 out of 1 students from year 3 remain in the upper bands at year 5 and 100% or 1 out of 1 students from year 3 remain in the upper bands at year 7.

