

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Gilles Street Primary School

Conducted in February 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 Phil Garner, Review Officer of the department's Review, Improvement and Accountability directorate and Susan Mittaga and Stuart Miller, Review Principals.

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 (school policies and procedures, teaching planning documents)
- Scan of Aboriginal Education Strategy
- Discussions with:
 - School Council representatives
 - Leaders
 - Parent groups
 - School Support Officers
 - Student groups
 - Teachers

School context

Gilles Street Primary School is situated in the south-eastern corner of the Adelaide CBD. The enrolment in 2019 is 397 students. Enrolment has steadily increased over the last 5 years. The school is classified as Category 6 on the DECD Index of Educational Disadvantage. The school's ICSEA score is 1122. Enrolment at the time of the previous review was 380.

The school population includes 3% Aboriginal students, 4% students with a verified disability, 13% of families eligible for school card assistance, 17% students of EALD background and 1 child in care. Students in the Intensive English Language Program (IELP) make up 28% of the student population.

The school leadership team consists of a principal in the 2nd year of his tenure at the school. The school has 3 senior leaders. There are 29 teachers including 3 in the early years of their career.

The previous ESR was undertaken in 2015 and ESR directions were:

- Direction 1** Improve student learning outcomes by collaboratively developing, documenting and implementing a consistent whole school approach to numeracy and mathematics teaching.
- Direction 2** Evaluate current pedagogical work to determine the most effective strategies to improve student learning and implement these consistently in all classrooms.
- Direction 3** Support student achievement in the Australian Curriculum, initially in mathematics, and ensure high levels of growth are evident throughout the school by collaboratively analysing achievement data to drive curriculum planning and intervention.

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

The school has worked collaboratively to develop whole school agreements in Numeracy, Literacy and Wellbeing. These have been recently developed and are still to be fully embedded in the practices of the school. The degree of success is governed by the collective and individual commitment and accountability of all staff to ensure consistent implementation in every classroom across the school.

Effective pedagogical practices that improve student learning continue to be developed and enhanced across the school. This will continue to be a focus for the school during the next review cycle.

Collaborative analysis of student achievement data has enabled staff to understand the importance of using student data to inform the teaching and learning process. With continued emphasis on the effective use of achievement data and a collaborative approach to teaching and learning the school is well positioned to continue the cycle of improvement.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How well does the school critically evaluate current curricular, pedagogical and assessment practice to determine challenges of practice?

The school has recently commenced a collaborative approach to self-review that has enabled all staff to effectively engage in the analysis of student achievement data and current pedagogical and curricular practices. Teachers reported their involvement in the review process as having raised their understanding of the importance of using data to identify next steps in learning and to improve student achievement. Collaborative processes to identify the challenge of practice were developed with organising committees keeping staff informed of progress, seeking feedback and ensuring full consultation and ownership from all staff. Teachers have commented on the positive way in which the school has worked together collaboratively and feel that recent opportunities are empowering them to focus on raising student achievement.

The identified challenges of practice have a specific focus on building teacher capacity in explicit teaching, and student assessment and feedback practices that will ensure consistency in practice and improved equity for all students.

Given the limited timeframe for implementation of the new site improvement planning and self-review process, effective student involvement was not possible. Over time, as the self-review cycle evolves, opportunities to include student voice in the process will emerge and will need to be carefully considered.

Direction 1 Collaboratively establish engaging and responsive learning environments that incorporate authentic student voice and maximise student engagement in their learning journey.

EFFECTIVE TEACHING AND STUDENT LEARNING

How effectively are teachers using evidence-based pedagogical practices that engage and challenge all learners?

During 2018, a positive and collaborative process was used to develop whole school agreements in numeracy, literacy and wellbeing. These documents have components of quality teaching and learning agreements. Combined with the recent development of a team approach to professional learning and collaboration, the school is well positioned to ensure consistent and successful implementation across the school.

The concept of authentic student voice in teaching and learning was apparent in some classes, however there appears to be an overall misunderstanding among teachers and students between student voice and student choice. Students the panel met with reported that in most classes choice/voice is limited to the choice of books to read or narrative to write. Students informed the panel that they appreciate having a clear and focused understanding of how to improve their learning beyond working harder and completing their work. Sharing of the learning intentions and goal setting are strategies used effectively in a few classes, empowering students and allowing them to rigorously monitor their own learning and achievement.

Parents the panel met with are mostly satisfied with their children's achievements in literacy and numeracy, however, acknowledged that student achievement across the school varies considerably and is largely determined by the pedagogical approach employed by the individual teacher. Most parents agree that there needs to be a consistent focus on higher expectations of student achievement developed across the

school. This view is also echoed by students, in particular, those who are achieving in the high bands where they are not being extended or challenged in their learning and rate the majority of learning tasks as repetitive and too easy.

With a number of classes creating collaborative learning environments that provide engaging, challenging and differentiated learning experiences, the school is well placed to replicate these high impact practices more widely across the school through targeted professional and collaborative processes.

Direction 2 Collaboratively develop and implement a consistent whole school approach to learning design with a focus on high expectations, student engagement, intellectual challenge and negotiated learning.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

In conversations with teachers, it is clearly evident that there exists a heightened awareness of the importance of using student achievement data to inform curriculum planning and the next steps in learning. However, there remain inconsistencies across the school in how this is reflected in the designs of learning. In some classes there was little evidence of differentiated learning with lower achieving students struggling to fully comprehend the learning tasks. Deep analysis of individual student achievement and feedback that informs students of their next stages in learning is not yet an embedded practice across the whole school with most students the panel met with being unaware of their individual assessment results and having little understanding of what they need to focus on in order to improve.

Teachers are beginning to plan summative tasks and moderate student writing in learning teams and this has the potential to achieve greater consistency of teaching and improved equity of learning for students. However, most students the panel spoke with reported little formative feedback during lesson time with the majority of feedback given summatively using ticks and comments of praise on completed learning tasks.

Throughout the school there are pockets of excellence reflecting best practice in using assessment data to design purposeful learning, differentiate the learning tasks, increase student agency and enhance student engagement. With strategic planning and collective efficacy the school is in a position to capitalise and embed these practices across the school.

Direction 3 Develop and implement a whole school approach to assessment that informs purposeful learning design and differentiates the learning for all students.

Outcomes of the External School Review 2019

Gilles Street Primary School is located in the heart of the city. The community is from a diverse range of cultural backgrounds which is highly valued and celebrated by the school community. Many cultural events are organised and take pride of place in the school calendar.

The IELP is an important part of the diversity of the school and provides a special service to the community of learners. Teachers have developed a comprehensive approach to the assessment of IELP students with the learning data being used, not only to inform their learning program, track student progress and report to parents but also to inform the students' next teacher and school. The mainstream section of the school has a valuable resource to assist them on their professional learning journey.

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

- Direction 1** Collaboratively establish an engaging and responsive learning environment that incorporates authentic student voice and maximise student engagement in their learning journey.
- Direction 2** Collaboratively develop and implement a consistent whole school approach to learning design with a focus on high expectations, student engagement, intellectual challenge and negotiated learning.
- Direction 3** Develop and implement a whole school approach to assessment that informs purposeful learning design and differentiates the learning for all students.

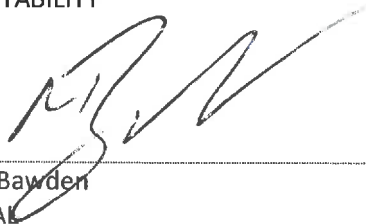
Based on the school's current performance, Gilles Street Primary will be externally reviewed again in 2022.



Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Kathryn Bruggemann
ACTING EXECUTIVE DIRECTOR,
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS



Michael Bawden
PRINCIPAL
GILLES STREET PRIMARY SCHOOL



School 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, 80% of year 1 and 88% of year 2 students demonstrated the expected achievement against the SEA. For year 1 this result represents little or no change and for year 2, this result represents an improvement from the historic baseline average.

In 2018, the reading results, as measured by NAPLAN, indicate that 82% of year 3 students, 83% of year 5 students and 89% of year 7 students demonstrated the expected achievement under the SEA. For year 3 this result represents a decline and year 5 and 7, little or no change for from the historic baseline average.

For 2018 years 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, 49% of year 3, 60% of year 5 and 45% 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. At year 3 there is a downward trend from 80% in 2016 to 49% in 2018.

For those students who achieved in the top 2 NAPLAN proficiency bands in reading, 73% of students from year 3 remain in the upper bands at year 5 in 2018 and 54% of 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 79% of year 3 students, 88% of year 5 students and 86% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents a decline, year 5 an improvement and for year 7 little or no change, from the historic baseline average. For year 3 numeracy, there is a downward trend from 93% in 2016 to 79% in 2018.

For 2018 years 3, 5 and 7 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools.

In 2018, 31% of year 3, 41% of year 5 and 45% 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. In year 3 numeracy, there is a downward trend from 53% to 31% in 2016 and 2018 respectively. In year 5 there is an upward trend from 21% to 41% in 2016 and 2018 respectively.

For those students who achieved in the top 2 NAPLAN proficiency bands in numeracy, 68% of students from year 3 remain in the upper bands at year 5 in 2018 and 50% students from year 3 remain in the upper bands at year 7 in 2018.