

Department for Education External School Review

Partnerships, Schools and Preschools division

On-track evaluation report for Nuriootpa Primary School

One-year return conducted in August 2021



Government of South Australia
Department for Education

On-track evaluation process

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.

All government schools are externally reviewed over a 3 year cycle. After the review the principal and the governing council chairperson receive a written report with a number of directions for improvement.

A copy of the ESR report is available on the school website.

The External School Review framework is referenced throughout all stages of the ESR process.

In some cases, when the review panel identifies limited achievement and growth, together with evidence about the school's capacity for systematic improvement, a school is advised that they will be visited again in 1 rather than 3 years' time (1 year return).

Schools with a 1 year return are assisted by the education director and other department staff to receive additional coordinated and targeted support. This intervention is focused on building the school's capacity to improve teaching and learning across the school, lift expectations and achieve improved student learning results as measured against the Department for Education Standard of Educational Achievement (SEA).

Following intervention, which occurs for 12-15 months after the ESR, a review panel conducts an on-track evaluation (OTE) to determine the extent to which the school has, with external support, developed sustainable internal capacity to improve effectiveness and raise student achievement.

The school's Site Improvement Plan (SIP) is the main document used to inform the OTE.

This OTE visit was conducted by Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate, and Belinda Krollig, Review Principal.

The OTE report should be read in conjunction with the report of the External School Review conducted at Nuriootpa Primary School in August 2020.

Directions from the External School Review report

March 2020

Key focus area 1	Use the success criteria in the Site Improvement Plan as reference points for validating the effectiveness of the improvement strategies upon student learning.
Key focus area 2	Impact student learning by building and encouraging teacher capacity to effectively implement and embed high impact teaching practices aligned to the Site Improvement Plan.
Key focus area 3	Raise student achievement by strategically supporting staff collaborative endeavours in sharing practice across the school.
Key focus area 4	Maintain high expectations for all learners including those students identified in higher bands of learning.

Additional information about the school context

The Principal has advised that there has been increased stability in the leadership team since the appointment of a new Deputy Principal mid 2020. The school appointed a student wellbeing leader in term 1, 2021 bringing a new perspective to the leadership team. The school has continued to undertake a significant building redevelopment over 20 months bringing about notable change. Staff have demonstrated resilience during this period. There has been a decline in enrolments since the external school review.

Development of a school improvement plan

Findings of the external school review have driven the school's improvement work. Teachers were supported in implementing the improvement agenda through relevant training and working through processes to document agreed approaches. Teachers were given time to reflect and plan the agreed approaches with a clear focus on the achievement data. The school improvement plan (SIP) has been reflected on collectively and focused on a narrow approach to improvement on reading.

The plan was sent to the Executive Director, Partnerships, Schools and Preschools in term 1, 2021.

Strategic support provided to the school over the past 12 months

The Principal has advised that regular meetings were held with the local education team to discuss progress and commitments to action related to the external school review directions and the implications for the improvement agenda. As a result decisions were taken in consultation with the local education team to narrow the focus of the improvement work. Consultants provided staff with training and mentoring to assist in implementing the improvement priority.

Evidence and evaluation referenced to directions in the school improvement plan

Direction 1 Use the success criteria in the School Improvement Plan as reference points for validating the effectiveness of the improvement strategies upon student learning.

On-track evidence

- Staff review the progress of the SIP twice a term
- Time in staff meetings is allocated to discuss actions teachers have taken in relation to the priorities and developing the next steps
- Teachers are using growth data to measure the impact of the actions they have taken in the priority area and implications for intentional teaching through identifying next steps
- Leadership seek feedback from staff around progress of the SIP
- Staff can see the value of their work in the priority areas
- Staff have ownership of the plan and a sense of responsibility to commit to action which improved learning opportunities for students
- Governing Council are aware of priority areas in the SIP
- Staff have valued the narrowed focus in the plan and the time to work towards embedding practices across the school
- The use of consultants to support the implementation of the actions in the priority area has had impact on practice
- Performance development plans are aligned to SIP priorities

Review panel evaluation

There has been increasing consultation with staff in relation to the progress and impact of the improvement work undertaken in the current plan. This has included the narrow and deep focus on the reading priority supported by the local education team. Leadership have led staff through processes which have brought about an increasing connection to the work in the SIP. Staff could identify how they have begun the implementation of evidence-based actions with their students. Teachers are developing their collective understanding of the use of student achievement data to inform decisions aligned to the SIP priorities. While the school is continuing to focus on this work, teachers are developing their collective responsibility in both implementing the actions as outlined in the SIP and measuring the impact on student achievement based on data. Further developing the connectedness of the success criteria in the SIP is a next step for the school to undertake.

Direction 2 Impact student learning by building and encouraging teacher capacity to effectively implement and embed high impact teaching practices aligned with the Site Improvement Plan.

On-track evidence

- The analysis of data is informing student wave 2 intervention
- Teachers are providing clear direction to school service officers (SSOs) about the intended learning through intervention. (There are expectations that SSOs record what has occurred in support time).
- Whole-school initiatives, such as jolly phonics/grammar, are being implemented across the school
- There are expectations from leadership for teachers to use learning intentions and success criteria in at least literacy and numeracy
- Teachers are committed to using learning intentions and success criteria with students to support their learning
- Students could articulate the benefits of understanding the learning intention and measuring progress using the success criteria
- A number of students stated they are involved in co designing success criteria and sometimes learning intentions
- Success criteria supports students to provide peer feedback
- The school has developed agreed meta language in literacy which is supporting those students who are using it when talking about their learning
- Performance development processes are supporting teachers to focus on student data and its implications for their practice
- Regular use of consultants is valued by teaching staff and having positive impact on teacher practice

Review panel evaluation

Teachers are using learning intentions and success criteria to support students to have increased understanding of their learning. Staff have undertaken collective training and sharing of practice to more effectively support students in articulating their learning. Students described how learning intentions support them and their ability to talk about their learning. The increasing focus on student achievement data is informing teacher decisions about the next steps in learning for students.

Direction 3 Raise student achievement by strategically supporting staff collaborative endeavour in sharing practice across the school.

On-track evidence

- Staff have participated in peer observations (using the observation tool) and sharing practice at staff meetings through videos of their teaching
- It is clearly evident that staff value opportunities to work collaboratively to build their capacity
- Expectations from leadership for teachers to supply evidence of discussions at team meetings
- Discussions teachers are having are focused on data and next steps for learning and they are more willing to challenge each other
- Staff could articulate commitments to action they have undertaken based on these discussions
- Collaboration has been strengthened through the narrow focus in the SIP, common professional learning and the stability of staff teams along this journey
- 6 weekly team meetings are in place to focus on student achievement data and implications for next steps in learning
- Teams have worked with consultants to support the consistent implementation of expected practices
- Teachers are willing to continue and strengthen the collaborative work to improve practice and outcomes for students

Review panel evaluation

The school has established common approaches and practices, supported through collegiate discussions, in the effective use of data to inform teaching and learning. There has been regular training and mentoring provided by consultants developed to support teachers in the use of evidence-based practices to target learning and make explicit learning with students. Teachers are released to work with colleagues and leadership where data, both achievement and growth data, is central to discussions. Staff value the opportunity to work collaboratively with colleagues to discuss approaches to be used to optimise learning for students. The documentation and prioritising of the learning in literacy is supporting the development of consistent processes used across the school.

Direction 4 Maintain high expectations for all learners including those students identified in higher bands of learning.

On-track evidence

- Expectations that all students have individual goals/next steps in at least reading and some group/class goals
- There are examples of students contributing to their goals, supported with scaffolds
- Layers (tiers) of learning are provided to differentiate the learning for students – students willing to strive and challenge themselves
- Grouping/rotations also supports teachers to target learning
- Data is informing teacher practice and identifying next steps through collaborative discussions

Review panel evaluation

Teachers are acknowledging what students are bringing to the learning. Tracking student achievement data enables leaders and teachers to have increasingly focused discussions targeted to individual students. Teachers are using a variety of strategies to differentiate learning for students including students being involved in the development of their own goals. The school is well placed to strengthen the focus onto supporting students to achieve high levels of growth and achievement as its next step.

Outcomes of the on-track evaluation 2021

Based on the evidence provided, Nuriootpa Primary School is tracking to effectively implement the External School Review directions. Teachers value the opportunity to work collaboratively with colleagues to use student achievement data to inform teaching and effective practices which engage students in the learning.

The review panel found that:

The school has established structures and processes which support staff to more effectively analyse data to inform decisions about school improvement priorities. Staff are implementing agreed approaches to learning in literacy, working towards collectively monitoring the impact of the actions they are taking. These approaches are evidence-based, and staff had relevant training to support implementation. There are foundational changes in place, supporting students in growing influence in their learning. Teachers are increasingly sharing the language of learning with students through student goal-setting and explicit use of learning intentions and success criteria.

The principal will continue to work with the education director to implement the on-track evaluation key actions

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| Direction 1 | Use the success criteria in the School Improvement Plan as reference points for validating the effectiveness of the improvement strategies upon student learning. |
| Direction 2 | impact student learning by building and encouraging teacher capacity to effectively implement and embed high impact teaching practices aligned to the Site Improvement Plan. |
| Direction 3 | Raise student achievement by strategically supporting staff collaborative endeavour in sharing practice across the school. |
| Direction 4 | Maintain high expectations for all learners including those students identified in higher bands of learning. |

Based on current performance, Nuriootpa Primary School will be externally reviewed again in 2023.



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Jill Hess
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Governing Council Chairperson
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