

Department for Education External School Review

Partnerships, Schools and Preschools division

On-track evaluation report for Clovelly Park Primary School

One-year return conducted in February 2021



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 Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate, and Marie Wright, Review Principal.

The OTE report should be read in conjunction with the report of the External School Review conducted at Clovelly Park Primary School in July 2019.

Directions from the External School Review report

July 2019

- Direction 1** To improve student achievement embed from reception to year 7 a consistent commitment to the use of agreed data processes and analysis of evidence to inform pedagogical change.
- Direction 2** To improve student learning, build on the capacity of staff in the design of consistent teaching practices that link progression of learning from reception to year 7.
- Direction 3** To engage and challenge all learners build on the teaching knowledge and capacity of staff that enables consistency of contemporary practice that links student learning from reception to year 7.

Additional information about the school context

The Principal has advised that the tenured Deputy left in 2019 and in term 4 of that year there was an Acting Deputy and additional Supernumerary Leader appointed. A new Deputy, Student Wellbeing Leader and Curriculum Leader were appointed for 2020 and 2021. The position of Business Manager and Chairperson of the governing council have also changed. An IELP Leader is yet to be appointed for this year. 5 teaching staff were supported to move at the end of 2019, a number of contract teachers and ancillary staff were not re-appointed and 5 teachers received graduate support. A major reduction in IEL enrolments has resulted in less classes and redeployment of staff. As a result of these changes, there has been a significant re-culture of the school, with a positive shift in staff professionalism, attitudes and collaborative practices.

Development of a school improvement plan

The Principal has advised that the monitoring tool was developed by the Leadership Team in consultation with local education team (LET) members. Leaders met twice a term with the Education Director and Principal Consultant throughout 2020 to support planning, monitor actions and progression towards meeting the directions from the external school review. Continual adjustments were made to the tool throughout the monitoring and support process.

Strategic support provided to the school over the past 12 months

The Principal has advised that the school received support from Literacy Guarantee Unit (LGU) coaches, Learning Improvement Division (LID), an independent coach, school's Curriculum Leader and the LET. The Principal identifies the greatest lever for improvement as the provision of quality professional learning, supported by the allocation of time to enable all staff to engage with a coach in the level of schooling teams. Initial focus has prioritised phonics and phonemic awareness in the early years and guided reading in years 3-7. Staff knowledge and confidence improved, resulting in a positive learning culture and deprivatisation of teacher practice. This is now leading towards increased consistency of practices.

Evidence and evaluation referenced to directions in the school improvement plan

Direction 1 To improve student achievement embed from reception to year 7 a consistent commitment to the use of agreed data processes and analysis of evidence to inform pedagogical change.

On-track evidence

- Initial professional learning around phonics and phonemic awareness has supported staff to understand the need for data.
- Teachers are engaged in processes to review a variety of assessments used at the school, how to administer, how to use and how they would inform learning.
- An agreed data schedule has been included in the 'Clovelly Literacy Commitment and Data Schedule 2021' document.
- Consistent practice in data collection and programs has developed across mainstream, IELC and special options.
- Teachers are clear on the data assessments that they are collecting in literacy.
- Curriculum Leader supports teachers to translate data into practice and provides data in spreadsheets that is colour coded to support teachers.
- Teachers use data to identify gaps and group the students for differentiated learning.
- Formative assessment is an expectation in all classrooms and various strategies are evident in classroom practice.
- Teachers now have data passed on at the beginning of the year for all of their students. Student folders were previously for IELC or targeted students only.
- Professional development and performance development have been aligned. Teachers track identified students to ensure their practice improves outcomes.

Review panel evaluation

The school has made significant progress in using data to track and monitor growth. A positive attitude and better understanding of data is leading to more targeted teaching. The school is still reviewing the datasets they are using and have focused on literacy to begin their journey. There is ongoing work in establishing, implementing and embedding a long term agreed data schedule in literacy and other curriculum areas. Deepening formative assessment practices and the use of data to inform stretch and challenge in daily learning is a continuing area for growth. Next steps also include using data to support student agency in their learning. Through sharing data with students they will know what they need to learn and why, and how to be successful in their learning. This will enable them to begin to set relevant learning goals for ongoing improvement. Current structures and processes have been established to support staff, through ongoing professional collaborative practices. This has set a strong foundation for the continuation of this work.

Key action to incorporate into the school's planning

Embed the collection, analysis and use of agreed data practices for intentional teaching.

Direction 2 To improve student learning, build on the capacity of staff in the design of consistent teaching practices that link progression of learning from reception to year 7.

On-track evidence

- Quality professional learning has been at the foundation of building teacher skills and knowledge.
- Agreed programs in literacy are building consistent application across the school and resulting in whole-school commitments and practice.
- Common literacy language for the school has been developed and is beginning to be shared with students.
- Support from external providers, colleagues and leaders has been focused on the improvement agenda. LGU support has been mainly R-2. Literacy consultant for years 3-7 with a main focus on guided reading. Coaching and mentoring roles involve modelling, observation and feedback.
- Teachers have clarity about school expectations.
- Staff are now working collaboratively and value the importance of building capacity.
- Clarity and focus of leadership are identified by staff and parents as the enablers of change.
- Strategic resourcing ensures teachers can meet regularly through release or aligned non-instructional time with a focus on deprivatisation of practice.
- Curriculum Leader appointed to support staff professional learning and join the work of external providers with the school's priorities.
- Accountability processes align the school improvement priorities and the directions from the previous review, with performance development processes. Staff commit to actions, track identified students, share practice and work in impact teams.
- Structured timetables have supported more coherence in other areas of curriculum.

Review panel evaluation

The school has established a range of processes to enable teachers to build consistent practices through the implementation of agreed programs. Clarity of literacy expectations promotes professional dialogue and a common language across the school. Teachers are keen to continue on the improvement journey as they have been an integral part of the change process. The initial focus for staff has been on literacy programs and quality teaching strategies. The continuing work is to further develop teachers' capacity in designing learning that progressively caters for the needs of all students. Embedding effective pedagogical practice consistently across all areas of the curriculum is an essential part of the journey. The school has strategically aligned professional learning, the site's improvement agenda and performance development processes to enable this change agenda.

Key action to incorporate into the school's planning

Build the capacity of staff in designing and implementing effective teaching practices across the curriculum that address the progression of learning.

Direction 3 To engage and challenge all learners build on the teaching knowledge and capacity of staff that enables consistency of contemporary practice that links student learning from reception to year 7.

On-track evidence

- Improved use of data enables teachers to identify and plan for gaps in student learning, teachers group and stream students in the classroom and sometimes across classes.
- Teachers report that they cater for the varied needs of students through open-ended tasks, having the same activity but at different levels, questioning and responding to students about their learning.
- High impact strategies e.g. bump it up walls, learning intentions and success criteria are actioned in some classrooms.
- Teachers target students, as part of performance development practices, to plan for and review intentional teaching strategies. Staff report these students have all demonstrated growth.
- Opportunities are in place for collaboration, support and to explore pedagogical change. Teachers share practice of how their 'commitment to action' during the year has resulted in improved outcomes for students.
- Students can identify some strategies they use in order to be successful at their learning.
- Staff have revisited their focus and commitment to Play is the Way for the wellbeing and engagement of students.
- Teachers and students both describe a change in culture in which they are encouraged to make mistakes and take risks.
- Students are happy at the school. They report not feeling challenged enough in their learning.
- Parents report that they feel their children are catered for, however they would like to see them being more stretched and challenged in their learning.

Review panel evaluation

Developing 'wave 1' consistent teaching practices across all classrooms has been a strong focus for the school since the review. Data-informed teaching is enabling the beginning of wave 2 and 3 strategies to emerge. The refinement of analysing ongoing datasets to inform targeted teaching is acknowledged by staff as a continuing area for growth. The next stage is to further develop teachers' skills and understandings in the use of high impact strategies to differentiate the learning. This will provide the necessary stretch and challenge in daily learning to maximise student outcomes. The school is well-positioned for this work through the strong collaborative culture that now exists for continuous improvement.

Key action to incorporate into the school's planning

Embed the consistent use of high impact strategies across the curriculum for daily stretch and challenge in learning.

Outcomes of the on-track evaluation 2021

Based on the evidence provided, Clovelly Park Primary School is on-track to effectively implement the External School Review directions.

The review panel found that by the school's alignment of the directions with its improvement planning processes, there has been a clear path for the change agenda. Effective leadership has provided strategic direction and self-review processes ensure clear monitoring for ongoing targeted action. Staff feel processes have been consultative and supportive. Data and quality practices, particularly in literacy, are now at the forefront of discussions. A positive culture for teaching and learning is providing effective conditions for student learning and raising student achievement.

The Principal will continue to work with the Education Director to implement the OTE revised directions:

- Direction 1** **Embed the collection, analysis and use of agreed data practices for intentional teaching.**
- Direction 2** **Build the capacity of staff in designing and implementing effective teaching practices across the curriculum that address the progression of learning.**
- Direction 3** **Embed the consistent use of high impact strategies across the curriculum for daily stretch and challenge in learning.**

Based on current performance, Clovelly Park Primary School will be externally reviewed again in 2022.



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