

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Nangwarry Primary School

Conducted in June 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 Katherine Holman, Review Officer of the department's Review, Improvement and Accountability directorate and Jason Sheehy 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 groups
  - School Services Officers (SSOs)
  - Student representatives
  - Teachers.

## School context

Nangwarry Primary School caters for students from reception to year 7. It is situated 400kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 37. Enrolment at the time of the previous review was 52. The local partnership is South East Coast and Vines.

The school has a 2020 ICSEA score of 890 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 5% Aboriginal students, 27% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 39% of students eligible for School Card assistance.

There is an onsite preschool with an enrolment of 6.

The school leadership team consists of a Principal in the 4<sup>th</sup> year of tenure.

There are 4 teachers, including 1 in the early years of their career and 1 Step 9 teachers.

### The previous ESR or OTE directions were:

- Direction 1** Increase growth in student achievement by documenting and implementing consistent planning and programming, which is rigorous, evidence-based and provides for differentiation to challenge and stretch learning for all students.
- Direction 2** Establish a cycle of self-review to ensure that the school is evaluating the impact of the improvement agenda on student learning and achievement outcomes to identify future directions and strategies.
- Direction 3** Increase student engagement and raise achievement levels by strengthening the professional practice of staff to support all students to be successful and powerful learners.

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

The focus has been on helping students regulate their behaviour and develop belief in themselves as learners. A calmer, ready to learn environment is enabling more effective teaching and learning to take place.

The staff have collaborated and have used the Department guide books in Foundation and Shift Gear to inform their planning. Teachers are developing individual learning goals for students to differentiate the curriculum. The school has been working on developing learning spaces that are calm and allow students to be ready to engage in their learning.

There is greater understanding and ownership of the SIP. The Principal has been using the improvement planning handbook to guide the processes used to ensure all 5 stages are addressed, that data informs planning and that there is regular review and monitoring of progress.

The school has been working towards the students identifying themselves as learners and believing they can learn.

## Lines of inquiry

### Effective school improvement planning

How effectively does the school use improvement planning processes to raise student achievement?

Effective school improvement planning is essential to raise student achievement. Nangwarry Primary School staff are collaborating to plan actions and monitor the impact of their teaching on student learning outcomes. There is evidence of step 4 tracking and monitoring of progress against the school improvement plan (SIP) actions and reviewing and evaluating in accordance with step 5. Staff can articulate what actions they are implementing in each goal on the SIP; changes they have made to their practice; the impact on student learning and identify the next steps for learning. School support officers (SSOs) are also involved in implementing documented actions that are on the SIP.

Staff have participated in training and development and this is helping to build a shared understanding of teaching and learning particularly in reading, writing and pedagogical approaches to teaching number.

There is an established data schedule. This has been refined and reviewed so teachers now only collect data that informs their teaching and planning. Staff have used a data literacy rubric to self-reflect and monitor their confidence and ability to analyse and use data effectively.

The school is beginning to see some traction in student achievement progress particularly through InitialLit, MacqLit and the quick smart and 'too smart' programs. SSOs implement intervention programs and have seen their impact particularly on students' attitude to feeling they can learn. Teachers and students reported that improvements in learning is motivating and this is helping to build students' confidence.

The Principal is participating in an Orbis Instructional Leadership program, which will further support a focussed and intentional approach to improving student achievement.

There is an opportunity for the challenge of practice to be more targeted, and to provide greater precision to address the gaps in learning identified from an analysis of their data. The school confirmed there is an opportunity to develop greater clarity in the success criteria, making it clear what students will be able to know, do and understand.

**Direction 1     Refine the school improvement plan and build staff capacity to provide a focused and intentional approach to improving student achievement**

## Conditions for effective student learning

To what extent does the school provide and monitor a safe, supportive and respectful environment to maximise learning?

The school has upgraded their facilities to develop learning spaces that are more conducive to learning. All staff were trained in trauma-informed practice and reported a better understanding of how to teach and support students to self-regulate and be ready to learn.

The school adopted a common approach and is developing consistency of language reception to 7. There is also a more consistent understanding for students and staff about strategies that support self-regulation and how and when to implement them. The five-point scale is used consistently across the school as a tool to regulate behaviour. 'Ready to learn' plans are developed and known by students and staff. Students know how to use the 5-point scale and what strategies are needed to regulate their behaviour. Staff share successful strategies with each other. Spaces were intentionally established and are available to support students to 'cool down to get back on track'. Staff and students are better at identifying triggers and using de-escalation strategies. The preschool supports students to become school-ready by developing emotional regulation. Keeping attendance numbers to maintain the preschool is an ongoing challenge for the school, but an important resource to support learning and transition to school.

There is a focus on developing students' belief in themselves as learners. Early successes in making progress were motivating for students, SSOs and teachers. It is essential to provide quick and timely feedback and celebration of daily achievements. School services officers reported literacy block time is a calm time. The school is investigating pedagogical practices to improve their teaching and student learning outcomes.

Teachers said students are engaging more with learning and are more confident about themselves as learners. They also said students were calmer. Now that students are consistently ready to learn, there is an opportunity to increase teacher expectations of students' capacities and, with the current small class sizes, to have an accelerated impact on student learning outcomes. There is an ongoing challenge to raise the community expectations and involve them in understanding and supporting what the school is doing.

**Direction 2      Work with the community to embed conditions for learning and improve students' belief in themselves as learners so that they may be better able to respond to more challenging tasks.**

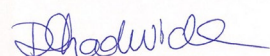
# Outcomes of the External School Review 2021

Learning spaces are upgraded, as are areas that support students' readiness to learn. They are working on changing learning dispositions and developing greater engagement with learning. The preschool is seen as an extremely important resource in the community and provides support for children to develop skills to support a smoother transition to school. The school is working on trying to engage the community with the school and change the perception around the value of education. Governing Council members discussed what the school was doing and the SIP focus areas. Parents would like to see more consistent practices around homework, as some are keen to support their children at home and ensure they are ready for high school.

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

- Direction 1** Refine the school improvement plan and build staff capacity to provide a focused and intentional approach to improving student achievement
- Direction 2** Work with the community to embed conditions for learning and improve students' belief in themselves as learners so that they may be better able to respond to more challenging tasks.

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



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# 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).

In considering the data below, there needs to be some caution in making a judgement due to the low numbers represented in the student cohorts at the school. This is done for two reasons: to overcome the anomalies that may occur in any one year and to minimise the possibility of identifying individuals in any small cohort of students. The data below represents a summary of the aggregated data from Nangwarry Primary School from 2016 to 2019.

Further information concerning school performance is available in the school's annual report.

### Reading

In the early years, reading progress is monitored against Running Records. From 2016 to 2019, 6% of year 1 and 7% of year 2 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, the reading results, as measured by NAPLAN, indicate that 34% of year 3 students, 56% of year 5 students, and 45% of year 7 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, 3% of year 3, no year 5 and no year 7 students achieved in the top 2 NAPLAN reading bands.

### Numeracy

From 2016 to 2019, the reading results, as measured by NAPLAN, indicate that 38% of year 3 students, 38% of year 5 students, and 29% of year 7 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, no students achieved in the top 2 NAPLAN numeracy bands.