

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Brinkworth Primary School

Conducted in July 2020



# 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 Greg Graham, Review Officer of the department's Review, Improvement and Accountability directorate and David Ness, 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
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
  - Governing Council representative
  - Leader
  - Parent representatives
  - School Services Officers (SSOs)
  - Students
  - Teachers

## School context

Brinkworth Primary School caters for students from reception to year 6. It is situated 154kms from the Adelaide CBD. The enrolment in 2020 is 18. Enrolment at the time of the previous review was 23. The local partnership is Mid North Clare.

The school has an ICSEA score of 960 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 2 Aboriginal students, 3 students with disabilities, no students with English as an additional language or dialect (EALD) background, no children/young people in care and 44% of students eligible for School Card assistance.

The school leadership team consists of a principal in their 3<sup>rd</sup> year of tenure.

There are 3.1 FTE teachers, no teachers in the early years of their career and no Step 9 teachers.

### The previous ESR or OTE directions were:

- Direction 1**     **Develop congruence regarding effective pedagogical practices, including the use of TfEL to strengthen and embed a whole-site approach to intellectual stretch, challenge and student influence on learning.**
- Direction 2**     **Strengthen staff capacity and ownership of self-review processes through active involvement and participation at all stages of implementation and review, including the management of individual student datasets.**
- Direction 3**     **Develop effective planning processes for multi-year level classes across the Australian Curriculum and provide opportunities for staff to develop consistency in moderation with like schools.**

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

The current principal has been in the position for 3 years and there have been intentional actions to address the previous ESR directions, including:

- The school is addressing intellectual stretch, challenge and student influence on learning by teachers instigating data-driven learning groups. Literacy and numeracy progressions are used to monitor ability and setting learning sprints for improvement – particularly in writing – and initiating a weekly inquiry unit that incorporates a range of numeracy, literacy and life skills.
- Teachers took ownership of student data, and follow data structure to ensure they are collecting useful and informative data on their students, used to help plan engaging learning experiences.
- Learning needs of students are recorded as individual learning plans and entered in the child's One Child One Plan (OCOP) to ensure its focus and improvement are monitored. This provided opportunity for students to reflect and discuss their learning more articulately.
- There is a consistent approach to professional development and learning for all educators with set times to formally discuss learning goals of educators.

- All teachers are now involved in the development of the site improvement plan (SIP) and preschool quality improvement plan (PQIP) using datasets and conversations around learners' needs. They are responsible for assisting in creating actions for improvement and work towards success in these areas.

Some elements of the previous directions are still to be addressed and actioned in conjunction with the strategies identified in the school improvement plan.

## Lines of inquiry

### Effective school improvement planning

Improve practice and monitor strategies and actions - How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

The review panel acknowledged the work of the principal and actions taken using previous ESR directions to develop the SIP.

Staff and parent community were consulted and had input into the development and strategic actioning of the identified priorities. Actions included:

1. Examining teaching practices
2. Creating curriculum agreements
3. Targeting intervention points
4. Identifying best practice approaches
5. Building on teacher capacity through professional development.

There is strong involvement from all stakeholders in monitoring and reviewing of these actions to plan the future directions.

Teachers use quality assessment and reference data to support intervention strategies and practices. They transferred elements of this into the classroom through learner achievement charts and 'bump-up' walls.

Student wellbeing and positive education is being addressed through the 'Berry Street' model in conjunction with the Reflect, Respect, Relate social and emotional program for preschool and early years students. The next phase to consider is the transition to a culture of wellbeing for learning once personal wellbeing strategies and skills have been embedded throughout the school.

Teaching staff successfully utilised the learning sprint model to reflect on their own practices, as well as monitoring student achievement with the SIP targets. The school should transfer the elements of this strategy and share it with students, particularly in learning intentions and personal goal-setting.

Professional development of all staff has been through peer observations, local partnership and school network involvement. This is supported by the Learning Education Team (LET) and reflective of the literacy and numeracy resources. Next steps to consider include strengthening the professional learning of all staff through relevant and targeted professional development linked to the SIP challenge of practice and goals. The school is strategic in initiating baseline improvement actions, and set to further develop these through the next phase of the school improvement planning model.

**Direction 1**    **To improve the teaching and learning of all students, embed a focus on individual student achievement through continuous learning progress in policies and practices across the preschool to year 6 range.**

## Effective teaching and student learning

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

The review panel recognised the collective success of staff resulting from professional conversations and trust. Staff were able to identify specific learning programs used and the connection they had with the learning progressions across the school. There is staff enthusiasm in undertaking a structured phonemic awareness approach and Brightpath writing that enables children to internalise the oral and written language structures.

Staff recognised the diversity of learners within their class and across the school. With the recent amalgamation of the preschool and school, incorporating the early years' philosophy into classrooms and using aspects of the Reflect, Respect, Relate resource for assessing learning and development was successful. Collective support offered to all students by all staff members (teachers or school services officers) was acknowledged by students and parents.

Differentiated teaching processes and teaching strategies are based on individual learning plans for all students using the OCOP format. Intervention action in mathematics, such as Quicksmart, is used to support identified students along with Big Ideas in Number strategies in mainstream classes. Development of whole-school units of inquiry involved students in creating topic focus based on student interests, and composing independent work tasks to cater for specific year-level groups.

Formative assessment practices varied amongst teachers, with learning intentions often used as part of lesson introduction. Students interviewed saw the purpose of learning intentions and learning goals as measures for what they needed to learn. Staff should consider how they can build on the work done on learning intentions by moving the focus onto the success criteria to reflect what students can do, say, make or write as a measure of student achievement. Consider how learning intentions and success criteria can be linked to the use of learning goals as a form of consolidation of learning for each student.

**Direction 2**    **To meet the learning needs of all students, ensure that teachers consistently plan differentiated teaching opportunities that include all elements of formative assessment processes to enable a stronger involvement of students in their learning.**

# Outcomes of the External School Review 2020

Brinkworth Primary School demonstrates effective use of the improvement planning and monitoring process to raise student achievement. The school's planning processes are evidence-based and targeted. Effective conditions for student learning are provided and effective teaching is consistently practiced, actively engaging all students. Influence of the previous ESR directions is visible in the school's improvement.

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

**Direction 1** To improve the teaching and learning of all students, embed a focus on individual student achievement through continuous learning progress in policies and practices across the preschool to year 6 range.

**Direction 2** To meet the learning needs of all students, ensure that teachers consistently plan differentiated teaching opportunities that include all elements of formative assessment processes to enable a stronger involvement of students in their learning.

Based on the school's current performance, Brinkworth Primary School will be externally reviewed again in 2023.



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Kerry Dollman  
A/DIRECTOR  
REVIEW, IMPROVEMENT AND  
ACCOUNTABILITY



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Anne Millard  
EXECUTIVE DIRECTOR  
PARTNERSHIPS, SCHOOLS AND  
PRESCHOOLS

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Keliesha Barns  
PRINCIPAL  
BRINKWORTH PRIMARY SCHOOL

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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).

*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 Brinkworth Primary School from 2016-2019.*

### Reading

In the early years, reading progress is monitored against Running Records. Between 2016 and 2019, 42% of year 1 and 67% of year 2 students demonstrated the expected achievement against the SEA.

Between 2016 and 2019, the reading results, as measured by NAPLAN, indicate that 88% of year 3 students and 86% of year 5 students demonstrated the expected achievement against the SEA.

Between 2016 and 2019, 63% of year 3 and 43% of year 5 students achieved in the top 2 NAPLAN reading bands.

### Numeracy

Between 2016 and 2019, the numeracy results, as measured by NAPLAN, indicate that 88% of year 3 students and 86% of year 5 students demonstrated the expected achievement against the SEA.

Between 2016 and 2019, 50% of year 3, and 36% of year 5 students achieved in the top 2 NAPLAN numeracy bands.