

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Fairview Park Primary School

Conducted in October 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 Greg Graham, Review Officer of the department's Review, Improvement and Accountability directorate and Tina Treffers, 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

Fairview Park Primary School caters for students from reception to year 7. It is situated 23kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 291. Enrolment at the time of the previous review was 238. The local partnership is Tea Tree Gully.

The school has a 2020 ICSEA score of 1024 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 5% Aboriginal students, 6% students with disabilities, less than 5% students with English as an additional language or dialect (EALD) background, no children/young people in care and 12% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 3<sup>rd</sup> year of tenure, and a Senior Leader in early years and intervention.

There are 15 Teachers including no staff in the early years of their career and 8 Step 9 Teachers.

### The previous ESR or OTE directions were:

**Direction 1** To what extent are students engaged and intellectually challenged in their learning?

**Direction 2** To what extent is assessment used to inform curriculum planning and instruction?

**Direction 3** To what extent is collective responsibility and collective action evident?

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

It was evident that actions taken to address the previous External School Review directions have been undertaken during the past three years.

There is a consistency of whole-school practice to develop students as self-directed learners. The implementation of formative assessment strategies within classrooms has allowed students to provide feedback to teachers about the next steps in the teaching and/or learning sequence. Student ownership of an interactive writing board in every classroom has been established, to support their writing. Professional development and coaching in explicit direct instruction have taken place to further allow for student agency across the school.

Teachers are released to work collaboratively in professional learning communities (PLCs) to gain a deeper understanding and application of effective formative assessment strategies. Summative data is shared throughout the year and teachers are now more intentional about the use of data to identify areas of misconceptions/areas for intellectual stretch. Teachers are given time to moderate writing collaboratively against criteria from a writing assessment tool to inform future learning design.

The school's improvement is more precise and focused on initiatives to achieve high bands in numeracy and writing. Whole-school agreements in maths have been developed for consistency of practice. Leadership and peer observations of classroom practice have been conducted with a focus on formative assessment. Student-feedback is collected, shared, and discussed with teachers as part of performance development conversations.

Elements of the previous directions are still to be addressed and may be actioned in conjunction with the strategies identified in the school improvement plan (SIP).

## Lines of inquiry

### Effective school improvement planning

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

The leadership team and teachers have a clear understanding of how the SIP drives the future pathways for the school. They are to be commended for the comprehensive processes used to ensure that all staff have collective ownership of and responsibility for improvement planning. All staff have been involved in the development of the SIP and recognise the importance of the focus on improving teacher practice and student learning. The focus on literacy and numeracy, in particular writing and maths problem solving, is well understood. A whole-school commitment to the uptake of improvement processes is evident.

Writing strategies identified through implementation of the whole school assessment tool have been the vehicle for improvement in the teaching of writing with the recent addition of a program that focuses on vocabulary, connectives, openers, and punctuation. Although a recent initiative, the staff are supportive, committed and demonstrate a willingness to learn and embrace this complementary approach. The school has appointed curriculum coordinators to lead the implementation of the SIP actions, model teaching practices and support the instructional leadership approach.

Achievement data is collected at a comprehensive level and is shared amongst staff. It is used to drive the next steps in professional learning and student development through intervention support.

In strengthening the existing practice of involving all staff in the improvement cycle, the school will be well positioned to ensure consistency of quality teaching to impact on improved student learning. The next steps to consider involve reflecting on the focus of the SIP review, with the intent to further develop high impact teaching strategies, in particular for middle and high band students. Along with the use of the sprint model approach to ensure that priorities and teaching actions are addressed and that there is a level of accountability from all, acknowledge what is already happening in the SIP and build on the success of this.

**Direction 1      Focus on providing challenge for all students by strengthening and embedding the consistency of high impact teaching across the school to meet improvement and success criteria targets.**

## Effective teaching and student learning

To what extent do teachers ensure the students have authentic influence in their learning?

The panel recognised the diversity of learners within classes and that all staff use a variety of differentiated teaching tasks. The majority of staff indicated that they offer stretch and challenge in the work given to students but tended to refer to differentiated work offered to low-level achievers. Middle and high band levels were offered extension tasks. This is an area for further development.

Learning intentions and success criteria are discussed with the students at the beginning of lessons or as the lesson progresses. Students can confidently verbalise their learning and are very clear of the success criteria and its purpose when describing how they know what they have learnt. The next steps for the school to consider is to build on the development of meaningful learning goals that link with the learning intentions and success criteria, reflected as to what students can know, do, and understand.

Teachers mainly provide feedback verbally. They regularly check work and provide immediate feedback when walking around the class. Students know what is expected of them and are all engaged in the learning tasks and experiences.

The students referenced the assessment rubrics used across year levels and understood how their work is assessed and what they can do to improve it. They also indicated that they did not receive any information or sharing about the achievement data and how it can guide them to try harder. Most thought it would be useful, and this is something for the school to consider.

Student representative council (SRC) and student action teams are forums used to enable student voice in school matters and learning. The SRC leaders said that they enjoy the challenge of their role and liked helping others. The student leaders recognised the importance of their role and saw it as helping them grow personally both academically and socially.

The school is well positioned to consider how to use student agency in the co-design of planning, assessment and feedback practices that enable students to understand where they are at as learners and their next steps for progress. This approach would empower students to become self-drivers of their learning.

**Direction 2      Strengthen teacher understanding and practice of student involvement within the planning process, building their capacity in learner voice and decision-making about their learning.**

# Outcomes of the External School Review 2021

Fairview Park Primary School is providing effective conditions for learning to actively engage students. The leadership team provides strategic direction, planning, and targeted interventions. Teacher and leader practice are positively impacted by effective systems to build capacity. The school's planning processes are evidence-based and targeted. The demonstrated growth in student achievement is at or above what would be reasonably expected of a school in a similar context.

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

- Direction 1**     **Focus on providing challenge for all students by strengthening and embedding the consistency of high impact teaching across the school to meet improvement and success criteria targets.**
- Direction 2**     **Strengthen teacher understanding and practice of student involvement within the planning process, building their capacity in learner voice and decision-making about their learning.**

Based on the school's current performance, Fairview Park 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).

### Reading

In the early years reading progress is monitored against Running Records. In 2020 81% of year 1 and 82% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

In 2021 the reading results as measured by NAPLAN indicate that 90% of year 3 students, 93% of year 5 students and 87% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7 this result represents an improvement from the historic baseline average.

In 2021 45% of year 3, 22% of year 5 and 23% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents little or no change from the historic baseline average. For year 5 and 7 this result represents a decline from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 50% or 9 out of 18 students from year 3 remain in the upper bands at year 5 and 54% or 7 out of 13 students from year 3 remain in the upper bands at year 7.

For 2019 year 3, 5 and 7 NAPLAN reading the school is achieving within the results of similar students across government schools.

### Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 72% of year 3 students, 80% of year 5 students and 81% of year 7 students demonstrated the expected achievement against the SEA. For year 5 this result represents an improvement from the historic baseline average. For year 3 and 7 this result represents little or no change from the historic baseline average.

In 2021 15% of year 3, 15% of year 5 and 32% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 5 and 7 this result represents an improvement from the historic baseline average. For year 3 this result represents a decline from the historic baseline average.

For 2021 year 5 and 7 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools. For 2021 year 3 NAPLAN numeracy the school is achieving below the results of similar groups of students across government schools.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in numeracy 38% or 5 out of 13 students from year 3 remain in the upper bands at year 5 and 58% or 7 out of 12 students from year 3 remain in the upper bands at year 7.