

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Settlers Farm Campus R-7

Conducted in October 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 Anna Nayda and Mike Tate, Review Principals.

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 representatives
 - Leaders
 - Parent groups
 - School Services Officers (SSOs)
 - Student groups
 - Teachers

School context

Settlers Farm Campus R-7 caters for students from reception to year 7. It is situated 19kms from the Adelaide CBD. The enrolment in 2020 is 751. Enrolment at the time of the previous review was 762. The local partnership is Hollywood Lakes and Gardens.

The school has an ICSEA score of 955, and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 5% Aboriginal students, 18% students with disabilities, 36% students with English as an additional language or dialect (EALD) background, 0.1% children/young people in care and 34% of students eligible for School Card assistance.

The school leadership team consists of a principal in their 1st year of tenure. The school leadership team consists of 8 leadership members and 2 ancillary leaders.

There are 49 teachers including 12 in the early years of their career and 18 Step 9 teachers.

The previous ESR or OTE directions were:

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| Direction 1 | Deepen the culture of improvement and high expectations by harnessing the power of making learning intentions and success criteria explicit and accessible to the students. |
| Direction 2 | Develop a whole-school agreement about intentional teaching that is tied to the diagnostic use of student achievement data by teachers, in order to develop teacher capacity in self-evaluation of the direct impact of their practice on student achievement and growth. |
| Direction 3 | Design learning for intellectual stretch for all students all the time, to ensure every student is experiencing learning and opportunities to consistently achieve at a high level across the curriculum. |

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

Actions were taken to address the previous ESR directions. Data usage increased with the introduction of a web-based data management system to manage multiple datasets. Data entry resulted in an increase in awareness of using data for planning and teaching. Data walls created awareness of student progress, leading to data conversations and setting of goals. Assessments were reviewed and revised, with agreements formed as to what is collected and when for each year level across a school year. Data analysis became a standard week 0 collaborative activity, with regular review, as part of the SIP processes at cohort and individual level.

Professional learning on Natural Maths was undertaken. Triangulated data was used to plan differentiated practice, including problematised situations with multiple entry points, and for learners to apply their learning in new contexts. The partnership Senior Leader, Learning Improvement Primary facilitated professional learning on learning intentions, Learning Design Assessment Moderation work samples and transforming tasks. Site agreement to display learning intentions was introduced. Teachers and school services officers (SSOs) began looking at data together to plan differentiated support for students. A team

approach to planning and teaching best practice by working with colleagues in local professional learning communities (PLCs) has commenced. English and maths whole-school agreements were documented, along with a scope and sequence for best practice in phonics.

The leadership team structure focus now reflects the improvement and wellbeing priorities, and has been complemented by representatives from staff members who led different strategies across the school. Professional development plan meetings ranged from formal and informal processes, including classroom and peer observations. A formal structure of regular curriculum leaders meetings, PLC and staff meetings led to learning, discussion and agreement to actions at each year level team.

Some elements of the previous directions are still to be addressed and actioned, together with strategies identified in the school improvement plan (SIP) and in specific supplementary action plans.

Lines of inquiry

Effective school improvement planning

Improve Practice and Monitor Impact: How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

Leadership of the school maintained a commitment to collaboratively develop clarity of purpose, alignment of agreements and processes that support the teaching and learning. A whole-school approach in curriculum and wellbeing focus was strategic in planning and links with SIP priorities and challenge of practice.

Strategic organisational structures were implemented across the school to address the learning priorities. Appointing curriculum leaders provided a tiered and comprehensive level of support and guidance for all staff, with regular discussions on the progress of implementation of the SIP actions. Regular updates are discussed with teachers at staff and PLC meetings. The school refers to the core datasets of phonics assessments as the basis for setting improvement targets and tracking intervention groups. Action plans and curriculum agreements explicitly support the SIP goals.

The focus for the challenge of practice is phonics, with provision and access to a comprehensive professional learning schedule in this area for all teachers and SSO personnel. Restructuring SSO deployment addressed student support for all students. The use of curriculum consultants enabled building of teacher capacity. Take-up of these initiatives has been positive, with several staff saying it improved the focus on teaching practice at a personal and collective level.

The next steps for the school's consideration include continuing to build teacher capacity and practices that reflect the SIP challenge of practice. Ensure the consistency of practice in literacy reception to year 7 is operating at a high-yield level of implementation, before transferring the learning process to other curriculum areas (eg mathematics). By strengthening the existing practice of involving all staff in the improvement cycle, the school will be well-positioned to ensure quality teaching to influence improved student learning.

Direction 1 Further strengthen agreed SIP targets and pedagogical actions that enables capacity building for all teachers to effectively plan, teach and support the growth of all students.

Effective teaching and student learning

Effective pedagogy: How effectively are teachers supporting students to improve their learning?

All teachers have shown a collective commitment in developing quality teaching, with school leadership providing extensive support towards developing these expectations and practices. Staff acknowledged the many opportunities, both formal and informal, through which they are encouraged to achieve their personal best, and continue to develop their learning and engagement improving their teaching craft.

The recent implementation of PLCs and value of assigned leaders to each PLC with the focus on phonetic literacy had an impact on teaching of phonics. Teachers recognise the gradual release process of implementation reception to year 7, along with the teaching of phonics.

Intervention practices are strong across the school, and linked to the SIP challenge of practice. SSOs indicated that training sessions gave them a greater understanding and skills for their work, and impacted on how they work. SSOs are seen as partners in student learning.

All teachers identified a variety of differentiated teaching approaches they apply to cater for all learners. The pedagogical survey indicated that around 97% of teachers rated their ability to differentiate the learning at a medium to high extent. Availability of extension activities for students is common practice, with some teachers refining these for individual students. Several teachers indicated that more work is needed with extending the higher-band students.

Formative and summative assessment processes varied amongst the teachers, with the majority referring to them to organise ability groups, track progress and refine teaching points. Learning intentions are at the forefront of all teaching actions, and used as part of the introduction to lessons and check-ins on student understanding.

The school is poised to strengthen teacher understanding in effective planning by revisiting resources, such as the department's curriculum guidebooks, to support learning progressions to stretch all learners, particularly the middle and higher-band students.

Direction 2 To meet the learning needs of all students implement and embed consistency, coherence, and sustainability of the progressions in learning across all years of schooling.

Conditions for effective student learning

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

The 2019 Student Engagement and Wellbeing survey results demonstrated 92% of students had a strong connectedness with school and 84% recognise the positive school climate. The same survey also identified that cognitive engagement at school is rated at 90%. The 2019 Annual Report survey reports that parents see the school as a safe and supportive environment, where students feel safe and supported with their learning.

Responses from the staff opinion survey indicate their passion for open communication with students and families, their high expectations for students to achieve their best and looking for ways to make improvements. The pedagogical survey indicated that 65% of teachers rated their ability to engage students in the learning at a high extent with the remaining 31% at a medium level.

Restructure of SSO timetabling gave focused support for identified students and the general class group. Appropriate curriculum tracking processes are in place to support students, teachers and SSOs to effectively plan to meet the diverse learning needs of identified students. Learning and wellbeing needs of Aboriginal students are supported through work of the Aboriginal community education officer and Aboriginal education teacher.

Appointment of wellbeing coordinators is valued, and wellbeing strategies are used regularly by teachers to support all students. Developing an interoception space to support students is a new initiative, and has shown positive inroads into supporting emotional needs of some students.

Students indicated that the level of work could be more engaging, particularly the more able students suggesting that work could be more challenging. The next steps for the school to consider are to provide extension opportunities through external curriculum competitions, community projects, debating/chess competitions or similar. It was also reported by students that, at times, their learning is interrupted by disengaged students. The school may consider revisiting the behaviour agreement and processes to strengthen a consistency of practice across the school.

Direction 3 **To meet the learning needs of all students implement and embed processes and consistent teaching practices that enable all students to engage in, and maximise their time in effective learning.**

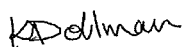
Outcomes of the External School Review 2020

The school demonstrates effective leadership to provide strategic direction, planning and targeted interventions. The school is effectively using improvement planning and monitoring processes to raise student achievements and the students are provided opportunities and scaffolds that enable them to authentically influence their learning.

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

- Direction 1** Further strengthen agreed SIP targets and pedagogical actions that enables capacity building for all teachers to effectively plan, teach and support the growth of all students.
- Direction 2** To meet the learning needs of all students implement and embed consistency, coherence, and sustainability of the progressions in learning across all years of schooling.
- Direction 3** To meet the learning needs of all students implement and embed processes and consistent teaching practices that enable all students to engage in, and maximise their time in effective learning.

Based on the school's current performance, Settlers Farm Campus R-7 will be externally reviewed again in 2023.



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Leanne Trewartha
Principal
Settlers Farm Campus R-7



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).

Reading

In the early years, reading progress is monitored against Running Records. In 2019, 52% of year 1 and 51% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline for year 1 and 2, from the historic baseline average.

In 2019, the reading results, as measured by NAPLAN, indicate that 80% of year 3 students, 70% of year 5 students and 72% 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.

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

In 2019, 35% of year 3, 16% of year 5 and 11% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 52%, or 12 out of 23 students from year 3 remain in the upper bands at year 5, and 35%, or 7 out of 20 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 80% of year 3 students, 63% of year 5 students and 70% of year 7 students demonstrated the expected achievement against the SEA. For year 3, 5 and 7, this result represents an improvement from the historic baseline average.

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

In 2019, 16% of year 3, 12% of year 5 and 15% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents little or no change from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 50%, or 8 out of 16 students from year 3 remain in the upper bands at year 5, and 43%, or 6 out of 14 students from year 3 remain in the upper bands at year 7.