

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Compton Primary School

Conducted in November 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 Debbie Grzeczkowski, Review Officer of the department's Review, Improvement and Accountability directorate and Joy Keddie, 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

Compton Primary School caters for students R-7. It is situated 434kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 100. Enrolment at the time of the previous review was 89 students. The local partnership is Blue Lake.

The school has a 2020 ICSEA score of 969 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 5% Aboriginal students, less than 10 students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 6% children/young people in care and 23% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 4th year of tenure.

There are 6 teachers including 1 in the early years of their career and 2 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** Deliver intentional teaching that maximises each student’s potential, and systematically tracks learners’ progress across the school by building all teachers’ capacity to use data analytically and responsively.
- Direction 2** Through authentic student influence students will develop clear understandings of learning intentions and engage with feedback, data and evidence that enables individual goal setting.
- Direction 3** Strengthen and embed cyclic self-review processes to include planned and regular opportunities for staff to collaboratively track, monitor, and plan learning across all year levels.

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

The previous External School Review directions have supported teacher practice resulting in the introduction of a morning maths routine which is embedded across all classes. Teachers model a thinking out loud process which allows students to share maths strategies and see where potential errors are made. Teachers now use learning intentions and success criteria as routine practice which enables students to understand the expectations of each lesson. All students have learning goals although these are variable in their explicitness to provide students with the next steps in learning.

Teachers are actively involved in learning sprints which allows them to focus on an area of their practice and evaluate if improvements are made as a result. Sprints are supported by pre and post testing.

Whilst the previous directions have supported substantial growth in teacher practice, they remain areas of focus for ongoing improvement.

Lines of inquiry

Effective school improvement planning

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

The school improvement plan (SIP) is evidence-based with teachers aware of the plan's focus. Professional development plans and professional learning are aligned to the SIP and the Principal has been strategic in working with partnership and Department for Education staff to refine the plan over its 3-year life span. Governing council are regularly informed of progress against the SIP and appreciate the clear communication provided by the Principal.

The main driver for the SIP comes from the school's involvement in the partnership project of agile leadership. Staff have embraced the concept of learning sprints (a cycle of designing learning, teaching, and evaluating its impact on learning) as they directly connect to their core business and provide measurable improvement in student learning outcomes. Most learning sprints are aligned to the SIP focus areas but there is opportunity to align them more explicitly to amplify their impact.

Staff collect data to support the sprints but struggled to evaluate the impact of their strategies and practice. Providing professional learning opportunities to further develop staff data literacy skills will support them to go deeper with data and have clarity of their impact.

Although staff know the focus of the SIP there is variance in how teachers engage and connect with it. Staff owned the areas of the SIP relating to their year groups but there was little ownership of the whole plan. As the school is currently looking at the construction of its next 3-year plan there is opportunity to narrow the challenge of practice and align sprints to the focus areas. Working collaboratively with staff on the 5-step improvement cycle will deepen collective ownership and engagement. Providing clear structures and process to explicitly drive, connect, and support the improvement process will further support improvement. The Department for Education's improvement planning handbook will be a valuable resource in progressing this work.

Direction 1 **Build consistent staff understanding, ownership and accountability to the SIP by introducing clear structures and timely processes which drive, connect and support the 5 step improvement cycle.**

Effective teaching and student learning

How effectively are teachers supporting students to improving teaching and student learning?

Teachers engage students through creative activities which involve hands on learning and a mixture of individual, paired and group work. Strong teacher student relationships support a culture of learning with motivated and articulate students.

Teachers scaffold learning through an 'I do, we do, you model' which enables students to understand what is expected in each task. Learning intentions, success criteria and goals further support their understanding. Students commented that the thinking out loud strategy used in maths enables them to see where errors occur and provides a variety of ways to solve problems.

Students are confident learners and are provided with some choice in how and who they work with. There is opportunity to increase authentic student influence in learning to provide deeper engagement in tasks. Providing students with opportunity to influence classroom displays to support and scaffold their learning and displaying exemplars of work will provide students with a clear visual of high expectations. Working with teachers to co-construct assessment rubrics will further support the push for high achievement.

Whilst there are elements of evidence-based, effective teaching in all classes there is inconsistency across the whole-school. Identifying and developing a whole school understanding of what effective practice is, and providing opportunities to embed this across all classes, will support students as they move through year levels.

Teachers collect a range of data but there is variability in how it is used to inform future teaching. This has resulted in some students reporting they would like to be challenged and stretched in their learning on a regular basis. Professional learning and increased opportunities for teachers to deeply analyse data and apply this information to refine their practice would be beneficial. Having a deep understanding of student data and its implications for learning will enable teachers to plan lessons which enable students to achieve A and B grades.

Developing a collaborative understanding of what is required to provide stretch and challenge for students would benefit teaching practice. Increased opportunities to refocus on learning design and outcomes would enable rigour to become routine practice. Teachers highlighted differentiation, stretch and challenge as areas for further support.

Direction 2 Use data to inform the development and implementation of consistent quality teaching strategies to provide stretch and challenge for all students.

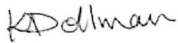
Outcomes of the External School Review 2021

The school has a strong community feel and students appreciate the family atmosphere. Positive student and teacher relationships support student learning. Teachers are open to feedback and seek ways to improve and refine their practice. Parents and governing council are supportive of staff who they find approachable.

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

- Direction 1** **Build consistent staff understanding, ownership and accountability to the SIP by introducing clear structures and timely processes which drive, connect and support the 5 step improvement cycle.**
- Direction 2** **Use data to inform the development and implementation of consistent quality teaching strategies to provide stretch and challenge for all students.**

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



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Bec Keeley
Principal
Compton Primary School



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 2020 67% of year 1 and 0% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline from the historic baseline average.

In 2021 the reading results as measured by NAPLAN indicate that 88% of year 3 students, 75% of year 5 students and 75% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents a decline from the historic baseline average. For years 5 and 7 this result represents little or no change from the historic baseline average.

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

In 2021 50% of year 3, 0% of year 5 and 8% 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 those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading no students from year 3 remain in the upper bands at year 5 and 20% or 1 out of 5 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 94% of year 3 students, 75% of year 5 students and 67% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 5 this result represents an improvement from the historic baseline average.

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

In 2021 25% of year 3, 33% of year 5 and 17% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 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 numeracy 75% or 3 out of 4 students from year 3 remain in the upper bands at year 5 and 33% or 1 out of 3 students from year 3 remain in the upper bands at year 7.