

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Marryatville 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 Phil Garner, Review Officer of the department's Review, Improvement and Accountability directorate and Paul Harmer and Michael Bawden, 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
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Services Officers (SSOs)
 - Student representatives
 - Teachers.

School context

Marryatville Primary School caters for students from reception to Year 7. It is situated 5kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 605. Enrolment at the time of the previous review was 585. The local partnership is Central East.

The school has a 2020 ICSEA score of 1142 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes no Aboriginal students, less than 5% students with disabilities, 33% students with English as an additional language or dialect (EALD) background, no children/young people in care and 11% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their third year of tenure, a Deputy Principal, an Assistant Principal, an ICT/STEM Coordinator, and a Business Manager.

There are 31 teachers, including 3 in the early years of their career and 15 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** Expand and deepen the quality of critically collaborative staff teams across the school to deliver agreed highly effective maths teaching practices in a coherent manner.
- Direction 2** Extend opportunities for students to authentically engage and influence learning in ways that improves their thinking, capacity, and performance across the Australian Curriculum.
- Direction 3** Use available data and evidence at the class and individual levels to support defensible judgements and evaluations such as 'to what extent' outcomes are achieved, and what's next, particularly in literacy and numeracy.
- Direction 4** Implement agreed and documented teaching and curriculum practices to create connected and coherent learning opportunities for all students as they progress through the levels of schooling.

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

Direction 1

The school's approach to the teaching of mathematics is now more consistent. A common metalanguage with teachers and students around problem solving strategies and number concepts is evident. The numeracy agreement is driving consistency of practice across the school. There is collective teacher efficacy, which is strongly verified in the action research recently undertaken.

Direction 2

Examples of students engaging in their learning across the school including discovery play in the early years that has a strong focus on learning through interest, discovery, and investigation with strategic links to authentic learning principles, were observed by the panel. Student engagement and responsibility for their learning are part of this review and discussed in greater detail through this report.

Direction 3

Teachers use student data to evaluate and analyse learning achievement and to design learning. Teaching and learning is targeted to student learning needs and greater emphasis is being placed on next steps in learning. Engaging students more effectively in the process is an area for further development

Direction 4

Students are more able to build and consolidate their skills because of improved consistency in pedagogy, progressions in learning, and more accurate tracking of their progress. Whole-school implementation of a variety of effective teaching programs and tools is providing potential for greater consistency in teaching and learning across the school. This direction is discussed in greater detail in this report.

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 focused on building teacher capacity and driving student improvement in reading, writing, and mathematics. This is underpinned by an effective analysis and response to wellbeing and engagement data and a highly effective whole-school approach to improving student wellbeing and life skills.

The instructional leadership team have a clear vision and a cohesive and collaborative approach to school improvement. Strategic processes have been implemented to ensure whole-school implementation of agreed actions.

Teachers are data literate and understand how data can be used to improve teacher practice and student achievement. They work collaboratively in teaching teams which provide authentic opportunities to analyse student data, discuss, share, and design the learning, and reflect on their impact on student outcomes.

R-7 professional learning communities (PLCs) in reading, writing and mathematics ensure ongoing development and implementation across the school and support a culture of continuous improvement. Individual performance development plans are clearly linked to the SIP with a strong focus on the analysis of individual student progress.

The school has been highly effective in engaging whole-school commitment to action and improvement. Teachers indicated significant changes in their pedagogy and improvement in student achievement as a result. Most year level teams are consistent in the implementation of new initiatives and strategies between classes, however variation between year levels is evident. Opportunities exist to develop strategies and processes that further improve collaboration across all year levels and have the potential to:

- Improve consistency of pedagogy and practice across all year levels
- Ensure consistency, continuity, and sustainability of practice beyond the implementation phase.

Providing students with opportunities to understand and engage with the school improvement focus will add an interesting perspective that has the potential to provide greater authenticity to the school's improvement journey. When students understand the purpose of the learning, what is expected and the success criteria, they are empowered, responsible, and more engaged in their learning.

Direction 1 Embed and sustain agreed practices across the school by implementing processes that improve teacher collaboration, consistency, and accountability.

Effective teaching and student learning

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

The school has over time focused on implementing a wide variety of pedagogical practices that engage, challenge and support students in their learning.

Teachers are using a variety of different age-appropriate strategies that provide students with formative feedback including written and verbal at point of need, two stars and a wish, bloom and grow comments and 1:1 conferencing. However, across the school there is variation in the consistency and effectiveness of feedback being provided leaving some students unsure of what they must do to improve. There is evidence of some written feedback not being actioned by students.

The introduction of a writing assessment and moderation process is providing greater consistency in the teaching and assessment of writing across the school. Providing opportunities for greater student engagement will enhance student responsibility and ownership with the potential to further improve the quality of student writing.

Student goal setting across the school varies between negotiated goals that target student next steps in learning, to no goal setting and those more general in nature eg, 'improve my writing' or 'achieve level 24 in reading'. Early years learning goals are dynamic and mainly provided verbally. These are revisited during the lesson and upon completion of the exercise providing instant feedback and recognition of achievement.

Bump it up walls are evident in some classes, however, their influence in providing challenge and stretch for students is limited across the school. With a greater focus on consistency of implementation, they have the potential to provide all students with opportunities to enhance self-directed learning and increase student agency. There is an opportunity to empower students in analysing and understanding their own personal achievement data to engage them more effectively in their improvement journey.

There are pockets of excellence across the school with teachers using high impact teaching strategies to engage and challenge students to improve. However, variability of practice within and across year levels is evident. Embedding pedagogical practices that engage students effectively in understanding where they are in their learning, providing opportunities for them to analyse, understand and take ownership of their learning journey consistently, will reduce variability of practices and improve student engagement and outcomes.

Direction 2 Increase challenge and achievement for all students by implementing a consistent whole-school approach to goal setting, effective formative feedback and student agency.

Conditions for effective student learning

To what extent does the school promote a culture of learning with high expectations of achievement for all learners?

Teachers have a shared commitment to improve professionally and have high levels of trust and respect for the leadership team. They spoke positively about strategies that promote collaboration and professional learning designed to improve the quality of teaching and learning. The actions of teachers and the way in which they reflect on their practice and student learning shows a strong and embedded commitment to continuous improvement.

Parents have high expectations of teachers and leadership. They expect their children to achieve high standards and want to see them succeed. They value education and are highly supportive of the school.

Students have high standards and are motivated to do well. They want to achieve and feel supported by their teachers. A year 4 student commented, 'Teachers motivate us to put in the effort and do things because we want to not because we have to.' Effort is valued at this school.

Collectively, teachers have a clear understanding of what high expectations look like across a school and in the classroom. While there is strong evidence that the school consistently promotes high expectations, the question is how strongly do these align to the teachers' ability to transfer these into practice? Just as there is variability in engagement and challenge there is also variability in how high expectations are reflected in actual classroom practices across the school. An opportunity exists to develop and embed a whole-school collective understanding of what high expectations are and how they should be reflected consistently in the teaching and learning.

Teachers' understanding of what constitutes A-E grading of student achievement varies across the school. Congruence between moderation of student learning and student attainment of the Australian Curriculum standards of achievement is an area for whole-school development.

Strategic practices are in place to ensure a positive culture of learning continues to drive improvement. Having a clear and collective understanding of what high expectations and high achievement looks like will bring about greater consistency in assessment and reporting of student achievement and clarity for students to understand and achieve what is expected.

Direction 3 Further enhance student outcomes by developing and implementing a collective understanding of what high expectations and high achievement means for every student in every classroom.

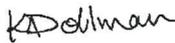
Outcomes of the External School Review 2021

Marryatville Primary School has nurtured a supportive, collaborative, and respectful culture conducive to high quality teaching and learning. The focus on wellbeing and belonging underpins the successes of the school. All staff use, model, and teach the language of character strengths and positive psychology. All classes engage daily with a wellbeing read. Coupled with mindfulness, gratitude and restorative practices the school is preparing students socially and emotionally to engage positively with their learning, relationships, and personal wellbeing.

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

- Direction 1** **Embed and sustain agreed practices across the school by implementing processes that improve teacher collaboration, consistency, and accountability.**
- Direction 2** **Increase challenge and achievement for all students by implementing a consistent whole-school approach to goal setting, effective formative feedback and student agency.**
- Direction 3** **Further enhance student outcomes by developing and implementing a collective understanding of what high expectations and high achievement means for every student in every classroom.**

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



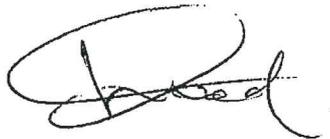
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Governing Council Chairperson

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).

Reading

In the early years reading progress is monitored against Running Records. In 2020 92% of year 1 and 84% of year 2 students demonstrated the expected achievement against the SEA. For year 1 this result represents an improvement and for year 2 little or no change from the historic baseline average.

Between 2018 and 2020 the trend for year 1 has been upwards from 79% to 92% and for year 2 downwards from 90% to 84%.

In 2021 the reading results as measured by NAPLAN indicate that 90% of year 3 students, 99% of year 5 students and 90% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 7, this result represents little or no change and for year 5 an improvement from the historic baseline average.

Between 2017 and 2021 the trend for year 5 has been upwards from 88% to 99%.

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

Between 2017 and 2021 the school has consistently achieved higher in year 5 and 7 NAPLAN reading relative to the results of similar groups of students across government schools.

In 2021 61% of year 3, 59% of year 5 and 44% 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 77% or 41 out of 53 students from year 3 remain in the upper bands at year 5 and 77% or 20 out of 26 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 93% of year 3 students, 94% of year 5 students and 89% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 5 this result represents an improvement and for year 7 a decline from the historic baseline average.

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

Between 2017 and 2021 the school has consistently achieved higher in year 7 NAPLAN numeracy relative to the results of similar groups of students across government schools.

In 2021 48% of year 3, 45% of year 5 and 44% 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 2021 who achieved in the top 2 NAPLAN proficiency bands in numeracy 71% or 29 out of 41 students from year 3 remain in the upper bands at year 5 and 87% or 13 out of 15 students from year 3 remain in the upper bands at year 7.