

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Callington 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 Rebecca Pears, Review Officer of the department's Review, Improvement and Accountability directorate and Carolyn Mildrum, 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

Callington Primary School caters for students from reception to year 7. It is situated 55kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 77. Enrolment at the time of the previous review was 55. The local partnership is Heysen.

The school has a 2020 ICSEA score of 969 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 6% Aboriginal students, 6% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than less than 5% children/young people in care and 40% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 3rd year of tenure.

There are 5 Teachers including 2 in the early years of their career and 2 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** **Work collaboratively to develop and implement whole-school agreements and connect and collaborate with other sites to provide ongoing learning opportunities.**
- Direction 2** **Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all students.**
- Direction 3** **Work collectively to provide a robust culture of continuous improvement using self-review practices, which strategically link site improvement planning, professional development processes and teacher practice.**

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

The school has worked towards creating consistency, collaboration, and collegiality amongst staff. A code of conduct has been created and adhered to by staff. The 7 Habits of Highly Effective People were introduced and unpacked in early 2019. Staff worked collaboratively to ascertain how to incorporate these habits into their work. The perspective data from 2020 demonstrated that the school has progressed in these aspects. The school applied and was successful in a submission for professional development as a trauma aware school through the Department for Education's promotion of trauma-based program. This has had a very positive impact and was the conduit for establishing whole-school agreements around routines, activities, and staff interactions with children.

Staff have ownership of the goals in the school improvement plan (SIP). A shared drive for student data has enabled further staff ownership and collaboration in relation to using student achievement data. Since 2019, the school has joined a cluster of schools. Participation in professional development days together on numeracy, writing moderation, professional sharing and creating inquiry tasks followed. These opportunities for connection, collegiality and professional conversation have been highly valued by staff. Tracking and monitoring of student data is helping teachers make better judgements for differentiation in the classroom.

At staff meetings there has been a formative assessment audit and teachers have shared many of the strategies used across the school. Exit slips, traffic lights, and stars and wishes are used to give teachers immediate feedback each lesson. Upper primary students have been the leaders in establishing learning goals in their classroom. They have been trying to determine their learning goals after viewing their own performance data and receiving teacher feedback. There has been some use of the new units of work in the curriculum resources in the upper primary class. These targeted resources include opportunities for stretch and inquiry. The school has engaged in a new writing assessment tool over the last three years and are moderating two genres, including narrative and persuasive. Teacher confidence has increased with the use of the tool.

Staff collaborated to form the SIP creating a deeper ownership of the plan. Department for Education Guidebooks informed the document and professional development plans are written to link with the SIP, with individual staff goals linked to the direction of the school. Each term teachers are involved in a SIP reflections staff meeting. In this meeting, there are discussions about how the school is tracking the goals and actions identified. The traffic light process enables staff to discuss progress and next steps for the following term. This has enabled staff to develop shared ownership of the SIP.

Lines of inquiry

Effective school improvement planning

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

A range of strategies have been implemented to support wellbeing and improve student behaviour. A staff code of conduct has been implemented and as a result staff are working collaboratively to enable consistent practices. The wellbeing and engagement collection has demonstrated improvement in some areas, and this is consistent with parent reports about positive changes in school engagement and student behaviour.

Staff are collaborative and have ownership of the SIP. A range of strategies have been developed to monitor its implementation, including reviews each term to monitor the actions, their impact, and next steps for ongoing improvement. Staff have used the Department for Education Guidebooks to inform the SIP and changed their practice to implement the plan. For example, consistent implementation of the writing assessment tool from R to year 7, a phonemic awareness program in the early years, and Big Ideas in Number (BliN) assessments have occurred across the school. The completion of school agreements in literacy and numeracy, identifying agreed pedagogical practices, would support consistency and ensure continuity across the school. Staff performance and development plans contain goals that are related to the SIP and the plan has been discussed at governing council.

The school is well positioned for improvement planning to focus on literacy and numeracy. Some SIP actions have not been enacted. Narrowing the focus of the SIP will help to ensure actions are implemented in a rigorous way and provide opportunities for teachers to sharpen their practice. Once a term, teachers, and school services officers (SSO) staff collaboratively analyse student achievement data to track and monitor student progress. Further opportunities for teachers to deeply interrogate evidence of student achievement would enable teachers to identify trends, closely monitor the impact of the SIP actions, and refine teaching practice. The use of success criteria that specifies what students will be able to know, do and understand through the implementation of the plan will support this process.

Direction 1 Strengthen the use of evidence and student achievement data to refine practice and monitor the impact of high impact pedagogical practices identified in the SIP.

Effective teaching and student learning

How effectively are teachers supporting students to improve their learning?

A data cycle has been created and implemented across the school to ensure student achievement data is consistently used to monitor and track student progress. Staff have easy access to whole-school data on a shared drive. All students have been tested using the BliN assessments and where required, students are accessing targeted learning tasks to further develop their mathematical skills. A range of data is being used to identify and monitor the progress of students accessing intervention programs. SSO staff effectively facilitate intervention programs and support learning in classrooms.

Literacy and numeracy activities are, at times, differentiated using student groupings which enable teachers to cater for individual learning needs. These student groups are fluid with students changing groups as required. Phonics screening data has been analysed and as a result changes in teaching pedagogy have been implemented to improve practice. Although student achievement data is being used to monitor and track student achievement there is the opportunity for it to be used more consistently to analyse practice and determine next steps in learning.

Teachers are providing students with instant verbal feedback and there were also written examples of this. The introduction of a new writing assessment tool has improved consistency in relation to writing assessment. There is the opportunity for this information to be utilised to provide feedback to students on their next steps in learning. The upper primary class have learning goals in English and mathematics. Students were able to articulate these goals. The use of specific, measurable, attainable, realistic, time bound, agreed upon and reviewed (SMARTAR) goals would help further develop this pedagogy.

The school is building a solid foundation. It is well placed to continue to develop teacher capacity in relation to using student achievement data to identify next steps in learning that are shared with students. This will enable targeted teaching and provide opportunities for students to monitor their own learning to support stretch and challenge.

Direction 2 Strengthen the use of processes which provide feedback and identify next steps in learning to enable students to monitor and assess their own progress.

Outcomes of the External School Review 2021

Parents reported that attending a small community school has been beneficial for their children. They appreciate the relationships their children have developed with a diverse range of children from different year levels. The communication received from the school and the approachability of leadership staff has also enabled their children to have a positive school experience.

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

- Direction 1** To strengthen the use of evidence and student achievement data to refine practice and monitor the impact of evidence-based pedagogical practices identified on the SIP.
- Direction 2** Strengthen the use of processes which provide feedback and identify next steps in learning to enable students to monitor and assess their own progress.

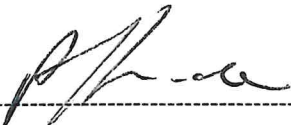
Based on the school's current performance, Callington Primary School will be externally reviewed again in 2024.




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Paul Jude
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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 Callington Primary School from 2016-2021.

Reading

In the early years reading progress is monitored against Running Records. From 2016 to 2020, 49% of year 1 and 46% of year 2 students demonstrated the expected achievement against the SEA.

From 2016 to 2021, the reading results, as measured by NAPLAN, indicate that 73% of year 3 students, 77% of year 5 students, and 72% of year 7 students demonstrated the expected achievement against the SEA.

From 2016 to 2021, 27% of year 3, 19% of year 5 and 7% of year 7 achieved in the top 2 NAPLAN reading bands.

Numeracy

From 2016 to 2021, the numeracy results, as measured by NAPLAN, indicate that 76% of year 3 students, 69% of year 5 students, and 72% of year 7 students demonstrated the expected achievement against the SEA.

From 2016 to 2021, 16% of year 3, 3% of year 5, and 7% of year 7 achieved in the top 2 NAPLAN numeracy bands.