

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT
OFFICE FOR EDUCATION AND EARLY CHILDHOOD

EXTERNAL SCHOOL REVIEW
REPORT FOR ENFIELD PRIMARY SCHOOL

Conducted in September 2016



**Government
of South Australia**

Department for Education
and Child Development

Review details

A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.

The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.

The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"

This Report of the External School Review 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.

The support and cooperation provided by the staff and school community is acknowledged. While not all review processes, artefacts and comments are documented, they all have been considered and contributed to the development and directions of this Report.

This External School Review was conducted by Helen Tunney, Review Officer, Review, Improvement and Accountability Directorate and Erin McCabe, Review Principal.

Policy compliance

The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.

The Principal of Enfield Primary School has verified that the school is working towards being compliant in all applicable DECD policies. The Principal advised action is being taken to comply with the following DECD policies.

Part 1 Governance: Items 2-8

Self-review processes are planned for Term 4 2016 to support whole-school self-review. Training and development to be confirmed for Governing Council to develop an understanding of their role and input. The Governing Council has identified a need for it to be more visible to the community and raise awareness of its role. The Principal will work with relevant staff to ensure correct student behaviour and bullying data is being regularly reported to Governing Council.

Part 4 People and Culture: Item 4

A review of induction processes will be scheduled for early 2017.

Part 5 Safety: Item 5

Information is being collected to investigate and develop a school policy. A yearly IT user agreement is signed.

Part 6 Site Procedures: Item 6

A WHS Committee has been established and is active in its role. Plant management is itemised as a to-do item.

When the school's actions achieve compliancy with DECD policy and procedures, the Principal must resubmit the Policy Compliance Checklist to the Education Director.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2015 was 89%, which is below the DECD target of 93%.

School context

Enfield Primary School caters for children from Reception to Year 7. It is situated 9kms from the Adelaide CBD and is part of the Torrens Partnership. The current enrolment in 2016 is 164 students, and has declined in the years 2010-14 (from 231 in 2010 to 141 in 2014). The school is classified as Category 2 on the DECD Index of Educational Disadvantage. The school's ICSEA score is 918.

The school population includes 17.4% (27) Aboriginal students, 70% of families eligible for School Card assistance, 42% (66) students with English as an Additional Language or Dialect background, 7 children in care, and 11.6% (18 students, including 8 in a Junior Primary Special Class) students with a disability. In 2015, 19% of Reception students were identified as developmentally vulnerable in the Australian Early Development Index. This is down from 36.4% in 2012. In the Middle Years Developmental Index in 2015, Year 6 and 7 students at the school had low levels of perseverance and lack of worries, and high levels of lack of sleep and breakfast. Transience, impacted by housing, is a significant factor for the school.

The school Leadership Team consists of a Principal in the second year of her tenure at the school, and a Senior Leader who has worked at the site for 8 years. There are 15 teachers (12FTE), including 2 in the early years of their career, and 9 Step 9 teachers.

The school motto is: empowering students to learn and achieve.

School Performance Overview

The External School Review process includes an analysis of school performance as measured against the DECD Standard of Educational Achievement (SEA).

Reading

In the early years, reading progress is monitored against Running Records. In 2015, 67% of Year 1 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). In Year 1, this result represents an improvement from the historic baseline average. No Year 2 data was available for 2015; for 2014, 60% achieved the SEA.

Between 2013 and 2015, the trend for Year 1 was upwards, from 54% in 2013 to 67% in 2015.

In 2015, the reading results, as measured by NAPLAN, indicate that 46% of Year 3, 67% of Year 5, and 69% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents a decline from the historic baseline average. For Years 5 and 7, this result represents an improvement from the historic baseline average.

In 2015 Year 3 NAPLAN Reading, the school achieved lower than the results of similar students across DECD schools. In 2015 Year 5 and 7 NAPLAN Reading, the school achieved within the results of similar students across DECD schools.

In 2015, 31% of Year 3, 21% of Year 5 and 23% of Year 7 students achieved in the top two NAPLAN Reading bands. For Year 3, this result represents an improvement from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in reading, 67%, or 2 of 3 students from Year 3, remain in the upper bands at Year 5 in 2015. For Years 3 to 5, this result represents an improvement from the historic baseline average.

Numeracy

In 2015, the numeracy results, as measured by NAPLAN, indicate that 31% of Year 3 students, 58% of Year 5 students and 46% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents a decline from the historic baseline average. For Year 5 and 7, this result represents an improvement from the historic baseline average.

In 2015 NAPLAN Numeracy, Year 3 achievement was lower, Year 5 achievement was at the higher end of within, and Year 7 achievement was at the lower end of within the results of similar students across DECD schools.

In 2015, 15% of Year 3, 4% of Year 5, and no Year 7 students achieved in the top two NAPLAN Numeracy bands. For Year 3, this result represents an improvement from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy, 100%, or 1 of 1 student from Year 3, remain in the upper bands at Year 5 in 2015.

During the leadership presentation to the Review Panel, the Principal described a transition in the mission of the school from a past philosophy of wellbeing for learning to the current one of learning for wellbeing. This has largely been achieved by sharpening the focus of teacher learning teams through the regular analysis of student achievement data.

Lines of Inquiry

During the review process, the panel focused on three key areas from the External School Review Framework:

Student Learning:	To what extent are students engaged and intellectually challenged in their learning?
Effective Teaching:	To what extent is assessment used to inform curriculum planning and instruction?
School Community Partnerships:	How authentic is the influence of students on their learning and throughout the school?

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

At Enfield Primary School parents spoke very positively about the quality of learning being provided for their children. Parents perceive that students are excited by their learning at school because of the ways the children discuss it at home. A parent said 'the school stimulates and interests the children. They come home happy and excited to learn'. Students told the panel that they value problem-solving in learning and getting extra work.

Teachers described ways they provide students with intellectual stretch through strategies such as: differentiation, extension, providing choice of opportunities that students can take up; problem-solving; use of higher-order questioning; and hands-on pedagogies for engagement. There is some use of rubrics in the school, and some involvement of students in the design of rubrics.

Teachers told the panel that giving students a voice in their learning is subject-specific. Teachers provided examples of the ways they offer students agency in learning, for example: choice of activity when required work is completed, establishing classroom climate (*Getting Started* social and emotional learning program that is offered R-7 at the start of each term), activity-based learning (*Children's Workshops*), sharing circles to problem-solve around behaviour, surveys to get opinions, and putting up questions. The school is well-placed to shift the influence of students from lower-order ways to the co-design of learning and assessment.

Students told the panel that there is a range of ways they know that they are being successful in learning, which include: going up in reading levels, being able to do more than in previous schools, enjoying learning more, improved NAPLAN results, and getting things right. However, students' knowledge of success criteria is not based on knowing how to make their learning better.

Students told the panel that teachers help students improve their learning through giving hints and clues (scaffolding), providing resources (such as, times tables charts), extension tasks, some rubrics, providing homework, success criteria, students knowing they can ask for help, working in a team, and providing the spelling for tricky words.

During a class walkthrough, the panel found that 100% of students could explain the task they were doing, 75% could identify some intended learning in that task, 63% knew some reason why their work was good (success criteria), and 63% could identify a way to make their work better.

The panel concluded that currently at Enfield Primary School intellectual stretch and challenge is less understood by teachers as being about the quality of pedagogy and ensuring critical and creative thinking opportunities for all students all of the time, and is more conceptualised as being for certain identified students only. If the concepts of powerful learning and growth mindsets that inform the *Getting Started* program were implemented across the curriculum to deepen student dispositions for learning, more students could achieve higher-level outcomes more of the time. In addition, by making success criteria and learning intentions regularly and clearly accessible to students, the empowerment of students in their own and each other's learning could be more rigorously activated.

Direction 1

Develop teacher knowledge of intellectual stretch and challenge, and their skilled application of pedagogies for empowering students in their own learning in order for all students to experience challenging and engaging learning sustained over time.

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

The Leadership Team told the panel that teaching and SSO support staff see student learning as their core business. Staff work is student-centred with an improvement focus. Teachers own responsibility for the learning of all students at the school and accept collective accountability for the learning of each student over time. There is a strong and valued collaborative working culture amongst staff. Many of the students who spoke to the panel said that this was a point of difference between Enfield Primary School and other schools they had attended - teachers want and expect them to learn. Parents also spoke of the academic aspirations for students at the school, saying that the teachers motivate children to learn. Teachers value the ways they are working but feel pressure from the workload it creates. The school is well-placed to support teachers to collaboratively identify high-yield strategies in order to inform the priorities for their work with students.

Families know about their child's academic growth through multiple sources, including, a 3-way interview, counting and reading well at home, and weekly test results. The 3-way evidence-based interview about the end of semester report is valued by teachers, families and students. A next step for the school is to build on the use of an evidence-base by involving students in personal goal-setting.

The school's literacy agreement is known about and valued by teachers who support its review and update in 2016. The numeracy work is appreciated by teachers and has been implemented in all classes. Numeracy is identified as an area of continuing development for the school. Class teachers verified that the school is providing strong coherence for them between the SIP, their training and development and performance development. Staff recognise that there is extra effort put into the induction of teachers who come throughout the school year, rather than at the beginning. The school has identified that there is a need for it to review its resourcing of training and development to ensure that intervention and support staff have access to the strategies provided to build capacity in the interests of site improvement targets. This will ensure that site improvement targets, training and development and performance and development are as connected and coherent for non-classroom teachers and student support SSOs, as they are for class teachers.

Intervention allocation is evidence-based, with good communication (some formal but mostly informal) between teachers and support staff in relation to intervention.

The literacy block, with its generous resourcing of adults (4 in Junior Primary classes and 3 in primary classes), is valued and successful. NDIS support for students with disabilities is working well at the school, and coordination of student support through regular meetings is valued and successful.

Data collection is systematised across the school and reflected upon for relevance and use. There is evidence that the '3 child model' of data analysis is developing the data literacy of teachers. The use of data to focus the work of learning teams has shifted the focus of teachers' work from teaching to learning. Transience continues to be high (estimated to be 40-45% in 2016 by more than one measure), however, the mission of staff has become 12 months growth for 12 months learning, so transience is no longer used to discount lack of growth. The school has trialled the Education Data Dashboard. This will facilitate the triangulation of data. Teachers verified the use of data to guide programming, and some use data to identify intentional teaching points. The school is well-placed to strengthen the work of the learning teams through the triangulation of achievement and demographic data in ways that facilitate teacher use of the data to more frequently identify intentional teaching.

Direction 2

Deepen the application of data by teachers and students to develop explicit target-setting and intentional teaching, using student achievement data and other evidence (e.g. multiple measures) to inform decisions and actions at the individual student, cohort and class levels.

How authentic is the influence of students on their learning and throughout the school?

Parents value home-school communication, the safety, security and happiness of their children at the school, the support available to families through the school, the diversity and cultural inclusivity of the school, and the broad curriculum. The provision of homework is valued by parents and students, and a next step for the school is to develop consistent whole-school homework protocols.

The Principal said that the working relationship between the school leaders has become more collaborative. Leadership around learning is now viewed as a collective responsibility, and staff have noticed this new way of working and can articulate its value. The new collaborative leadership style, with its strong student learning focus, has surfaced some inconsistencies in the management of student behaviours for learning. Teachers perceive that the stated policy and agreed procedures in relation to student behaviour management are different from the practice. Some staff feel that, at times, there is a lack of responsiveness and support for student behaviour issues; for example, if one leader is away, it creates a lack of clarity, and a breakdown of processes. Teachers would like more timely follow-up of student behaviour issues, and are concerned that Front Office staff are left to supervise students with behaviour issues. Students perceive the few students causing ongoing problems in the yard, and disrupting the learning in the classroom, as an issue. Parents would like the school to provide more learning for students in being proactive about their own safety. Some teachers keep classbook records of student behaviour, and whilst these books are provided by the school, there is no whole-school consistency in their use.

The panel concluded that there is a strong student work ethic in the school, and families value the quality, visible impact that the school is having on student academic achievement, while staff are hard-working and have become strongly committed to the delivery of evidence-based student learning outcomes. The shift from a culture of wellbeing for learning to one of learning for wellbeing has been achieved quickly and strongly, through the support and influence of the current Leadership Team. The school would be well-served by ensuring that those protocols essential to the provision and maintenance of a quality learning environment are regularly revisited, and considered through the perspective of stakeholders.

Direction 3

Conduct whole-school audits and regular self-review of policy procedures that address issues raised by students about their wellbeing in the interests of whole-school consistency, rigour, and transparency to optimise teaching and learning conditions across the school.

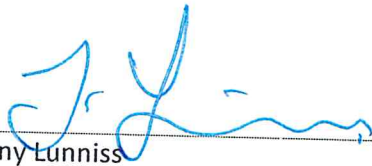
OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

At Enfield Primary School effective leadership provides strategic directions, planning and targeted interventions, and teachers are provided with and use structured time for ongoing collaborative professional learning. Professional learning and performance development is translated into effective teaching across the school, and the school works in partnership with parents and stakeholders.

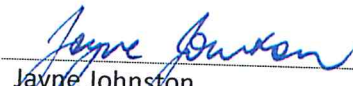
The Principal will work with the Education Director to implement the following Directions:

1. Develop teacher knowledge of intellectual stretch and challenge, and their skilled application of pedagogies for empowering students in their own learning in order for all students to experience challenging and engaging learning sustained over time.
2. Deepen the application of data by teachers and students to develop explicit target-setting and intentional teaching, using student achievement data and other evidence (e.g. multiple measures) to inform decisions and actions at the individual student, cohort and class levels.
3. Conduct whole-school audits and regular self-review of policy procedures that address issues raised by students about their wellbeing in the interests of whole-school consistency, rigour, and transparency to optimise teaching and learning conditions across the school.

Based on the school's current performance, Enfield Primary School will be externally reviewed again in 2020.



Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Jayne Johnston
DEPUTY CHIEF EXECUTIVE, CHIEF
EDUCATION OFFICER

The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.



Bec Knight
PRINCIPAL
ENFIELD PRIMARY SCHOOL



Governing Council Chairperson