

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Enfield Primary School

Conducted in September 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 Kirsty Hill, 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

Enfield Primary School caters for students from reception to year 7. It is situated 9kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 198. Enrolment at the time of the previous review was 164. The local partnership is Torrens.

The school has a 2020 ICSEA score of 918 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 18% Aboriginal students, 16% students with disabilities, 68% students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 50% of students eligible for School Card assistance.

The school hosts a junior primary special education class.

The school leadership team consists of a Principal in the 2nd year of their 2nd tenure. There is an Assistant Principal/Student Wellbeing in their final year of a 5 year tenure and a Teaching & Learning Coordinator on a one year tenure.

There are 14 Teachers including 3 in the early years of their career and 8 Step 9 Teachers.

The previous ESR or OTE directions were:

- 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.**
- 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.**
- 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.**

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

The implementation of the recent school improvement planning cycle has resulted in a stronger focus on high impact strategies. Performance development has been aligned with goals of the school improvement plan (SIP) and teacher knowledge and understanding in the focus areas of numeracy and writing has been strengthened. The school has developed learning agreements in mathematics and literacy. Teachers have been reviewing their learning design with leadership staff. This is helping to further refine practice and identify opportunities for high quality learning which provides stretch and challenge for students.

Staff participated in a wide range of professional learning including using an inquiry approach to learning. This pedagogy enables teachers to provide opportunities for authentic student voice and for students to have input in their learning. Teachers have implemented this in varying degrees. The school is encouraging teachers to trial and include more strategies for involving students in collaborative decision making to ensure they are active participants in their learning.

Data and evidence are used and analysed regularly throughout the year. Teachers are using a range of assessments both summative and formative to refine practice, track and monitor student progress, identify trends and determine next steps in learning. Multiple measures of data are used to:

- inform professional learning teams (PLT) initiatives
- whole-school planning
- reporting to parents and service providers
- developing One Plans
- report against the success criteria in the SIP.

The school behaviour policy and procedures, the attendance policy and grievance procedures have been reviewed for consistency and as a result processes have been improved. All year 4-7 students are participating in the Engagement and Wellbeing Survey. Leadership and 5 representative staff members have been involved in trauma informed practice training. This will enable teachers to improve student engagement and work more effectively with students with complex learning needs.

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 SIP priorities of improving student achievement in numeracy and writing were determined through analysis of data. The leadership team has strategically accessed the learning education team to help guide the formation of the plan. Whilst staff were able to articulate the main priorities of the SIP and were consulted in its formation, teachers indicated they would like to be more involved in the development of the plan. The school regularly reviews their progress and student achievement data is utilised to evaluate the impact of their actions. Evidence of impact against the success criteria and next steps for progressing the plan are documented. Teachers were able to determine that some success criteria on the SIP had been achieved but felt some criteria are more challenging to measure.

Performance development plan (PDP) goals are related to the SIP priorities and two learning sprints based on the SIP focus areas have been implemented to improve classroom practice. Whilst some learning sprints have been successful, current processes are being reviewed to refine this work. The implementation of the SIP has been discussed at governing council.

Staff are to be commended for their commitment to continual improvement. They were very reflective about changes they have made to classroom practice through implementing their learning from professional development related to the SIP goals. Staff have been accessing and engaging with a wide range of evidence-based professional development and consequently there has been a lot of new learning which will need to be consolidated to embed the new practices.

The school is well positioned to deepen the involvement of staff in the formation of the SIP. Collaboratively reviewing data to identify the new goals and challenge of practice will help promote ownership from all staff. Narrowing the focus of the SIP, to ensure new learning is consolidated and embedded would help ensure the improvement is sustained and support the development of consistent practices across the school.

Direction 1 Collaboratively develop the School Improvement Plan to ensure all staff own and monitor the plan so effective changes become sustained, embedded practice.

Effective teaching and student learning

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

An extensive range of evidence-based literacy and numeracy professional development has been accessed and the learning from this training is being implemented in classrooms. The Teaching & Learning Coordinator is working with teachers as a mentor and coach to help implement new learning. The panel observed very explicit grammar instruction where students were able to articulate how they use adjectives, conjunctions and complex and compound sentences in their writing.

A large range of data is being collected and analysed to determine the impact of changes in teacher practice and pedagogy and to closely track and monitor student achievement. This achievement data is also being used to identify trends to refine teaching practice. A range of evidence-based intervention programs are being implemented. Student achievement data is used to identify students for intervention and to evaluate the impact of the intervention approaches.

Teachers across the school are using learning intentions and success criteria to support student learning. Some teachers are negotiating success criteria with students but this is not consistent practice. In some classrooms learning intentions are visible, in other classes teachers verbally discuss learning intentions. Some students were able to articulate how they use success criteria to guide the quality of their work, however other students could not articulate what success criteria is. Teachers reported and were observed providing immediate just in time verbal feedback to students. Students were able to discuss the explicit feedback they receive from teachers in relation to writing but not as frequently in numeracy.

Ability groupings are being used within classrooms to support differentiation. Teachers have started to include the various ways they differentiate in their learning design. They have identified that further training to help differentiate practice, particularly in relation to stretching and challenging students, would be beneficial. Strengthening the use of consistent differentiated practice across the site based on formative assessment particularly in phonics instruction, would help support the diverse learning needs of students. Continuing to develop intentional pedagogical practices that enable students to be challenged and embedding the new learning design will support these practices.

Direction 2 Strengthen and embed consistent pedagogical practices using student achievement data to differentiate learning and ensure all students are challenged.

Effective leadership

How well does the leadership facilitate the development of coherent high-quality curriculum planning and effective teaching?

Teachers indicated that leadership have high expectations. Data is consistently analysed and professional development and coaching on evidence-based teaching practices are available to support improvement. The school has strategically employed a Teaching & Learning Coordinator and a speech pathologist one day a week to further develop teaching practice. Staff reported that this has improved their practice, particularly in relation to developing students' writing skills and vocabulary. Leadership staff organised for the literacy guarantee unit to complete an audit on their phonics instruction to inform their strategies for effective teaching.

Through regular visits to classes by leadership staff and performance development processes, staff are provided with the opportunity to reflect on their learning design and teaching pedagogy. Specialist teachers identified that more access to training and network opportunities relevant to their area of specialisation would be valuable. There is a whole-school data collection schedule that is adhered to by staff. Teachers have access to student achievement data which is colour coded to enable quick access to information on student achievement.

The school has learning agreements in mathematics and literacy but these are not adhered to by all staff. It would be beneficial to review and develop processes to ensure they are consistently implemented. There are some common programs and pedagogical practices being used by individual teams. The review of learning agreements to ensure they are consistently implemented by staff would develop more coherent practices across the school and support a whole-school language of learning. Staff reported that there has been a lot of new learning and that this needs to be consolidated and embedded. Opportunities to share practice and collaboratively refine the implementation of new learning would help embed practice and support continuity. Teacher observations in other classes may be beneficial for this. Whilst there is consistency of practice between similar year levels, there is the opportunity to further develop a whole-school consistent approach to curriculum and pedagogy to provide continuity for students as they progress through their schooling.

Direction 3 **Strengthen processes, including collaboratively refining whole-school agreements, to ensure new practices are embedded and a coherent approach to curriculum and pedagogy is developed and maintained.**

Outcomes of the External School Review 2021

Parents reported that their children are very happy at Enfield Primary School. They appreciate the extra curriculum activities offered by the school including the opportunities to learn a musical instrument and participate in choir and a range of sporting events. Parents are also thankful for the welcoming school culture, particularly a parent who had immigrated from another country. This parent discussed the supportive nature of the school leadership and teachers and how she felt like she belonged to both the school and local community.

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

- Direction 1 Collaboratively develop the School Improvement Plan to ensure all staff own and monitor the plan so effective changes become sustained, embedded practice.**
- Direction 2 Strengthen and embed consistent pedagogical practices using student achievement data to differentiate learning and ensure all students are challenged.**
- Direction 3 Strengthen processes, including collaboratively refining whole-school agreements, to ensure new practices are embedded and a coherent approach to curriculum and pedagogy is developed and maintained.**

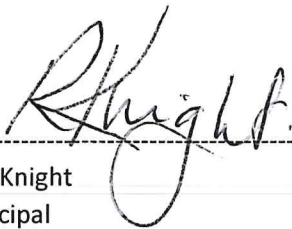
Based on the school's current performance, Enfield Primary School will be externally reviewed again in 2024.



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Enfield Primary School



Allison Dutton-Briant
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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 39% of year 1 and 33% of year 2 students demonstrated the expected achievement against the SEA.

In 2021 the reading results as measured by NAPLAN indicate that 70% of year 3 students, 76% of year 5 students and 58% of year 7 students demonstrated the expected achievement against the SEA. For year 3, this result represents little or no change from the historic baseline average. For year 5, this result represents an improvement from the historic baseline average and 7 this result represents a decline 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 40% of year 3, 20% 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 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 100% or 5 out of 5 students from year 3 remain in the upper bands at year 5 and no students from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 65% of year 3 students, 64% of year 5 students and 47% 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 year 7 this result represents 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.

In 2021 10% of year 3, 0% of year 5 and 16% 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 no students from year 3 remain in the upper bands at year 5 and 50% or 1 out of 2 students from year 3 remain in the upper bands at year 7.

