

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Keyneton Primary School

Conducted in August 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 Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate and Dianna Jarman, 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 group
 - School Services Officers (SSOs)
 - Student representatives
 - Teachers.

School context

Keyneton Primary School caters for students from reception to year 7. It is situated 85kms from the Adelaide CBD. The enrolment in 2021 is 22. Enrolment at the time of the previous review was 28. The local partnership is Barossa Valley.

The school has an ICSEA score of 1040 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes 7% Aboriginal students, 3% students with disabilities, no students with English as an additional language or dialect (EALD) background or children/young people in care and 19% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 1st year of tenure.

There are 3 Teachers including 1 in the early years of their career.

The previous ESR or OTE directions were:

- Direction 1** Collaboratively develop a whole-school approach to intellectual stretch and challenge through transforming tasks, strengthened by students setting their learning goals.
- Direction 2** Build teacher capacity in using evidence-based practices through whole-school targeted professional learning that will lead to embedded school-wide pedagogy.

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

Transforming tasks has been one area of professional learning when Keyneton Primary School teachers have met with their partnership colleagues. Teachers still identify this as a continuing area for growth. Through establishing a scope and sequence for reading comprehension and numeracy agreement, attention has been given to building whole-school approaches. Students know their learning goals, however building independence in students to set, monitor and review their goals is ongoing work.

To further build a coherent whole-school approach and consistency in evidence-based practices, teachers were trained in Heggerty Phonemic Awareness and retrained recently in Jolly Phonics and Jolly Grammar. The school has implemented a structured method of guided reading and targeted professional learning in improving comprehension strategies and literacy blocks for multiyear levels. As a result, there has been an improvement in student reading data.

Lines of inquiry

Effective school improvement planning

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

This year staff have a greater understanding of the site improvement agenda. The governing council report being well informed and improved communication structures are valued by families. Teachers demonstrate clarity that the school improvement plan (SIP) is the foundation of their work and performance development plans reflect this. Self-review processes track actions and strategies that are being implemented and student data is collected to monitor student achievement. Next steps for the school will be to align the SIP with curriculum agreements, classroom practice and assessment tools that monitor the impact of specific strategies. Staff can then determine best practice to maximise learning outcomes for students.

Intentional unpacking of large data sets supports staff to collectively discuss gaps in learning and areas for improvement. Teachers are triangulating multiple data sets to identify individual student needs. An assessment schedule is in place. There is opportunity to further develop the current schedule by investigating and implementing regular data collection in all areas of literacy and numeracy. Data and the achievement of students has become more transparent to families through the introduction of individual student progress sheets. A copy of these sheets is sent home to families. Staff have also discussed key words for current practice so that a consistent language for learning at the school is developing.

Being a small school it is challenging for teachers to have rigorous collegial professional discussions to support effective practice for multiyear level classrooms and ensure continuous stretch for students. There are opportunities within the partnership for similar size schools to come together to learn, moderate student work and share professional practice. Parents value the small school setting and want their children to thrive. It will be important for the school to ensure continuous collaborative and critical reflection on practice is evaluated against student outcomes. Networking opportunities, exploring best practice papers, research and targeted professional learning will strengthen the professional culture and build expertise to drive the improvement agenda.

Direction 1 Build teacher capacity in exploring and implementing best practice to inform school improvement processes and embed effective practice, monitored by measuring growth against success criteria.

Effective teaching and student learning

How effectively are teachers supporting students to improve their learning?

Consistent programs across classrooms are intentional to address gaps in student learning and build R-7 coherence. Intervention is data informed and integrated into the classroom with school service officer (SSO) support. Students work in groups either with the teacher, SSO or independently to differentiate the learning. Small numbers in each classroom enable 1 to 1 support for students. Teachers' check-in frequently with students during the learning, checking their work and providing feedback. Students report that feedback is often given in the form of praise, or about how to correct their work. Formative feedback that moves learning forward could be more explicit and consistent to continuously stretch learners. Feedback from student to teachers about their learning will support teachers to refine their practice.

Learning intentions, success criteria, goals and display charts are classroom strategies to foster student independence in learning. Students still rely on teacher or SSO support to improve their work. Students demonstrate little understanding of how they are going or their next steps in learning. They believe they do well because the teacher tells them, they get their spelling right or because they go up a level. More frequent sharing of assessments and progressions of learning with students will enable them to benchmark their learning, understand what they know and what they need to know to set their own personal goals. Teachers currently support students to set their goals and some goals are the same for many students. Building independence in the cyclic process of setting, monitoring and reviewing goals will come from students tracking evidence of their own learning.

Through collective discussions about data, teachers are building their data literacy capacity. Teachers speak more about the large data sets they collect, than ongoing regular assessments that inform everyday teaching. Teachers state that they know their students well and that data confirms their knowledge. Students and parents report that they would like to see more stretch and challenge in daily learning. Ongoing work for the school will be to identify regular assessment practices that support teachers to regularly track individual student achievement and to plan intentionally for every student. Deepening the implementation and differentiation of high impact strategies is ongoing work.

Direction 2 Strengthen stretch and challenge by building capacity of teachers to use data for intentional teaching, and with students for setting, monitoring and reviewing aspirational goals.

Outcomes of the External School Review 2021

Staff and parents report an improved culture for learning at Keyneton Primary School. Students feel their teachers care about them and support them to be successful learners. Parents trust that their children are being catered for, and that there is opportunity for their children to further thrive as part of a small school. A clear improvement agenda provides clarity of direction for staff. Transparent communication with staff and families is laying a solid foundation for future improvement work.

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

- Direction 1** **Build teacher capacity in exploring and implementing best practice to inform school improvement processes and embed effective practice, monitored by measuring growth against success criteria.**
- Direction 2** **Strengthen stretch and challenge by building capacity of teachers to use data for intentional teaching, and with students for setting, monitoring and reviewing aspirational goals.**

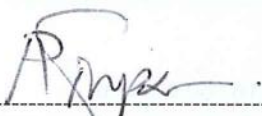
Based on the school's current performance, Keyneton Primary School will be externally reviewed again in 2024.



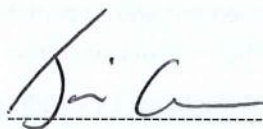
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Governing Council Chairperson

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).

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 Keyneton Primary School from 2015-2019.

Reading

In the early years reading progress is monitored against Running Records. From 2016 to 2020 46% of year 1 and 63% of year 2 students demonstrated the expected achievement against the SEA.

From 2015 to 2019, the reading results, as measured by NAPLAN, indicate that 95% of year 3 students, 71% of year 5 students and 89% of year 7 students demonstrated the expected achievement against the SEA.

For 2019 year 3, 5 and 7 NAPLAN reading the school is achieving within the results of similar students across government schools.

From 2015 to 2019, 47% of year 3, 6% of year 5 and 17% of year 7 students achieved in the top 2 NAPLAN reading bands.

Numeracy

From 2015 to 2019, the numeracy results, as measured by NAPLAN, indicate that 83% of year 3 students, 72% of year 5 students and 94% of year 7 students demonstrated the expected achievement against the SEA.

For 2019 year 3, 5 and 7 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools.

From 2015 to 2019 17% of year 3, 6% of year 5 and 11% of year 7 students achieved in the top 2 NAPLAN numeracy bands.

