Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Hampstead 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 Katherine Holman, Review Officer of the department's Review, Improvement and Accountability directorate and Mary Shannon, 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

Hampstead Primary School caters for students from reception to year 7. It is situated 8kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 187. Enrolment at the time of the previous review was 182. The local partnership is Torrens.

The school has an ICSEA score of 972 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 10% Aboriginal students, 17% students with disabilities, 13% students with English as an additional language or dialect (EALD) background, and less than 5% children/young people in care.

The school leadership team consists of a Principal in the 1st year of their 3rd tenure, an Acting Deputy Principal, an AP IELC in the 2nd year of their 2nd tenure, and a Well Being Leader in the 1st year of their 2nd tenure.

There are 13.8 Teachers including 2 in the early years of their career and 3 Step 9 Teachers.

The previous ESR or OTE directions were:

Direction 1   **Maximise growth and engagement for all students through collective inquiry into, and consistent implementation of, teaching that is designed to challenge and inspire thinking, and that provides multiple points of entry for the diverse learners' needs.**

Direction 2   **Develop student expertise and agency within learning through the consistent implementation of teaching strategies that provide students with formative feedback that is aligned to known success criteria.**

Direction 3   **Design learning targeted to students' needs and track growth through the establishment of ongoing systems that enable staff to collectively and regularly analyse valid data and plan responsively.**

Direction 4   **Build teacher expertise and establish consistent practice across the school through dedicated and ongoing systems of collegiate professional learning and strategic implementation of performance and development processes.**

What impact has the implementation of previous directions had on school improvement?
Direction 1 Staff have completed Kath Murdoch professional development in inquiry. Some staff have engaged with inquiry in Maths. The critical and creative rubric has been used with some classes. Direction 2 Staff are familiar with the success criteria in the School Improvement Plan (SIP) and are using the criteria to develop student learning goals. A variety of formative assessment strategies are being trialed. A variety of structures and processes that support collaboration have been introduced to engage staff with monitoring the progress against the SIP. Direction 3

Year level learning teams are using student achievement data to identify student learning needs and the focus for teaching sprints. The impact of teaching and learning sprints is reviewed and reset twice per term.

Agreed assessment timelines have been established and there is regular data collection of which is reviewed termly.

Direction 4

There is greater alignment of performance development process to the SIP. Observations of teacher practice and feedback has been introduced. The literacy coach has worked with staff to build their capacity and implement an agreed scope and sequence to teach phonics, which has resulted in more consistent practice across the junior primary classes. Staff have worked in teams to identify high impact teaching strategies and are implementing these in their learning sprints.

Lines of inquiry

Effective school improvement planning

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

The school has established effective processes in each of the 5 steps for school improvement planning and review. There is a clear shared vision including expectations that all teachers will improve their practice and students will show growth as a result. The Principal has strategically created regular opportunities and purposes for staff to collaborate in a variety of teams to implement and monitor the SIP. There is alignment between the Principal's presentation, teachers views and what students reported. Evidence of implementation of actions that support the challenges of practice outlined in the SIP and student engagement was visible in classrooms.

All staff, including teachers from the Intensive English Learning Program and specialist subjects, are engaged with the SIP and monitoring the impact of their actions. Student achievement data is analysed collaboratively and used to inform planning and practice. There has been a focus on improving staff capabilities to teach reading comprehension. Teachers have explicitly taught evidence-based reading comprehension strategies consistently across the school. Staff were able to articulate what actions they had implemented from the SIP, changes they had made to their practice, the impact on learning and determine the next steps to continually improve.

Resources are aligned to the SIP goals and appropriate professional development has been provided in a variety of ways including working with literacy and numeracy coaches. The willingness of the school to learn from and work with, the local education team was apparent.

A Gant chart documents timelines for meetings and data analysis. There is evidence of tracking and monitoring progress for all students at individual, class and cohort level. Aboriginal students' achievement is tracked and monitored through their individual plans and parents informed of progress once a term.

The staff are to be congratulated on the level of collaboration and consistency they have achieved since the last external school review. There are now opportunities to transfer effective pedagogical practices to other curriculum areas, without losing the gains and momentum from the focus on reading comprehension. A challenge moving forward will be embedding and maintaining consistent implementation of the reading agreements and comprehension strategies over time. The school is well placed to apply their learning from teaching sprints in reading to numeracy.

Direction 1   **Embed the established improvement cycle processes and structures in reading comprehension and transfer and utilise this model into other curriculum areas.**

Effective teaching and student learning

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

Literacy and numeracy coaches, guidebooks and research has been used to develop a common understanding of effective pedagogical practices. Explicit planning and teaching of phonics, utilising a scope and sequence, has been introduced. The explicit teaching of comprehension strategies is a whole-school focus and teachers are implementing evidence-based teaching strategies. All staff, including specialist teachers, are committed to teaching and learning sprints that focus on teacher pedagogy. Professional learning teams (PLTs) share with each other the impact of their teaching and learning sprints on student achievement through a variety of forums.

Feedback is an increasing focus for the school. Leaders conduct regular observations and walk throughs and teachers value their feedback. Students reported that feedback they receive and discussions with their teachers about their growth data is very motivating and builds confidence and belief in their ability to improve.

The panel saw evidence of differentiation. Students appeared engaged and focused during class observation and tasks were differentiated with some providing stretch and challenge.

Leaders understand there is a need to raise teacher and student expectations and belief that more students can achieve in the higher bands. This view was reinforced in student conversations as some students with greater capacity indicated they don't always feel challenged. The review panel acknowledge some staff use the critical and creative continuum in the Australian Curriculum to map and review students' capabilities twice a year. There is an opportunity to use this continuum more comprehensively in their planning and to incorporate concepts involving reasoning, comparing, inferring, hypothesising and generalising in other curriculum areas including mathematics and science. Dispositions such as a readiness to try new ways of doing things, to consider alternatives, and persistence are enhanced by critical and creative thinking.

Direction 2   **Provide stretch and challenge for all students across curriculum areas by building staff and student capacity to utilise the critical and creative thinking continuum in their planning.**

Effective teaching and student learning

To what extent do teachers ensure that students have authentic influence in their learning?

There are many opportunities provided for students to have authentic influence in their learning. The students involved in the student pillars were extremely articulate and were able to talk in depth about what they had done and how they had used their learning across the school. They had analysed PAT and wellbeing data with partnership colleagues, identifying patterns and areas to address across the school. They have regular meetings with the Deputy Principal to move this thinking forward and work with classes to support improvement. There are also student leaders in five focus areas of wellbeing, sustainability, STEM, and marketing and events. These groups have a high profile and meet with an adult every two weeks to monitor their progress against their goals and targets.

During classroom walk throughs the panel observed high levels of engagement in learning. Students were on task, confident with what they had to do and working effectively in collaborative groups. Teachers were using a range of formative assessment strategies to support students to connect to their learning. An observed science lesson where students were using collaborative inquiry and working from a rubric was outstanding.

Goal setting is an embedded practice. While the effectiveness varies across the school, all classes are using this strategy. Students understand that their goals are set from the gaps in their learning identified from assessment tasks. Students from several classes talked about how essential assessment data in maths and PAT data was used to set their goals. Pre and post-tests in several curriculum areas are used across the school. This is seen as an effective strategy to monitor student progress and review and reset teaching and learning sprints. The year 6/7 students keep an assessment journal to demonstrate they have achieved their goal, and when the teacher validates this evidence a new goal is set. Learning goals are visible in classrooms. Students refer to their learning goals in reading and demonstrated a sound understanding of the comprehension strategies they need to use.

The school is well placed to extend this practice and engage all students in analysing their data to set learning goals and monitor their progress.

Direction 3   **Build staff and student capacity to engage all students in analysing their assessment data to set learning goals and monitor their progress.**

Outcomes of the External School Review 2021

There is a clear culture of improvement in the school. There is a very calm and supportive atmosphere in the classrooms and students were engaged in their learning. The staff, students and community are very proud of the school. Parents commented that they liked the community feel of the school and the best thing about the school was the teachers and the relationships they have with the students and families. The students also commented on how supportive the teachers are. The students have many opportunities to develop their leadership skills and take their role very seriously. The students were very supportive of one and other and respectful of all cultures.

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

Direction 1   **Embed the established improvement cycle processes and structures in reading comprehension and transfer and utilise this model into other curriculum areas.**

Direction 2   **Provide stretch and challenge for all students across curriculum areas by building staff and student capacity to utilise the critical and creative thinking continuum in their planning.**

Direction 3   **Build staff and student capacity to engage all students in analysing their assessment data to set learning goals and monitor their progress.**

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

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Joy Keddie   Governing Council Chairperson
Principal
Hampstead Primary School

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 2019 10% of year 1 and 36% of year 2 students demonstrated the expected achievement against the SEA.

Between 2018 and 2019 the trend for year 1 has been downwards from 28% to 10%.

Between 2018 and 2019 the trend for year 2 has been upwards from 30% to 36%.

In 2019 the reading results as measured by NAPLAN indicate that 45% of year 3 students, 38% of year 5 students and 38% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7, this result represents a decline from the historic baseline average.

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

In 2019 18% of year 3, 15% of year 5 and 15% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents a decline from the historic baseline average, for year 5 little or no change and for year 7 an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading 100% or 1 out of 1 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 2019 the numeracy results as measured by NAPLAN indicate that 36% of year 3 students, 23% of year 5 students and 46% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 5 this result represents a decline and for year 7 little or no change from the historic baseline average.

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

In 2019 0% of year 3, 0% of year 5 and 8% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 and 5 this result represents a decline from the historic baseline average and year 7 little or no change from the historic baseline average.

For those students in 2019 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 no students from year 3 remain in the upper bands at year 7.