Partnerships, Schools and Preschools

External School Review

Tea Tree Gully Primary School

Summary Report - Draft

November 2022

**Process**

The following processes were used to gather evidence relevant to the lines of Inquiry:

* Principal/leadership focused walkthrough
* Leadership discussion
* Variety of teacher forums
* Student forums
* Class visits
* Book looks
* Curriculum documentation
* Governing Council/Parent forum with 4 members
* Review Officer ran staff meeting with focus on the ESR framework and the lines of inquiry.
* Examination of an extensive range of school documentation including a comprehensive overview of the processes used to develop and embed effective school improvement planning across the site.

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| Reported impact of directions from the previous External School Review in February 2019 |
| **Direction 1**: *Develop and embed processes where staff are actively involved in all stages of the*  *development and review of the school improvement plan at regular, planned points throughout the year.*  The school has developed a planned and ongoing review schedule that supports staff to address actions and provide evidence of success/progress at regular intervals. Through the work with the LET and Partnership/Portfolio professional development, the process has been led more effectively with greater understanding of how to engage staff more deeply in the development of the plan and increasing their ownership. This has led to ongoing improvement for students and a deeper commitment and accountability from staff.  **Direction 2**  *Develop and embed a consistent, whole school approach to evidence based effective*  *pedagogical practices that provide every student with the opportunity to be regularly challenged in their learning*  The development of the Literacy Statement of Practice, as part of the 2022 SIP, and the work with the Literacy Coach throughout 2021 and 2022, has provided very clear guidelines that reflect the commitment to ongoing assessment, improved teacher pedagogy and ongoing student improvement.  The DfE units have provided consistency across curriculum implementation and assessment that previously was inconsistent. The use of WAGOLL walls, SOLO taxonomy charts and grade specific rubrics support students to set goals and know what is required to achieve highly.  **Direction 3** *Develop and embed authentic student influence through the development of common*  *language and pedagogical practices for learning.*  The co-development of goals in the primary years is developing, with most students using their own achievement data to help direct next steps. The monitoring of goal achievement is also an area for continuing development, as students work to provide evidence to teachers that supports their goal acquisition. The commitment to the Statement of Practice in Literacy has seen a common language adopted by all staff and consistent approaches to the agreed literacy block. Greater clarity and transparency in the teaching and learning process is being achieved with the student learning walks. Students are beginning to own their data and are engaged in discussions with teachers around pedagogy, learning outcomes and curriculum delivery particularly in the upper year levels. |

**Expert teaching line of inquiry:**

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction to improve outcomes?

## Strengths and challenges

* The analysis of student achievement data is an embedded practice across the school with leadership and teachers identifying trends, patterns and gaps in learning that require an individual, group or whole class focus.
* Most students have access to their individual assessment data including PAT data sets through individual student/teacher conferences and are clearly aware of the progress they are making between assessments. Some classes are using this data to set individual learning goals in reading and numeracy. However, most students indicated the need for extra time to focus on these goals to achieve them. There was variability in parental awareness of their children’s learning goals which is often dependent on the class their children were in.
* Teachers have a comprehensive understanding of the developmental needs of students and have worked collaboratively to implement whole school strategies that cater for the individual and group learning needs of students in reading and spelling. The implementation of Spelling Mastery across the school is effectively catering for the differentiated learning needs of students with vertical groupings across multiple year levels.
* Higher Band students clearly articulated ways in which they were informed about their progress in learning. These included: analysis of their data sets, feedback from teachers and peers, the use of learning intentions and success criteria and formal reporting processes.
* Regular and effective use of formative assessment and feedback to students varies between classes. Most teachers are using a range of effective formative feedback and assessment strategies including verbal and written feedback in learning books and online platforms and use “Next steps in learning” and “Learning Intention achieved” stamps and mini whiteboards. Several classes include a regular formative feedback time where identified next steps in learning are the focus for attention. This ensures that individual formative feedback that has been provided is actioned and monitored effectively.
* However, there was evidence in some classes where student learning tasks were not completed, unmarked or ineffectively marked leaving students with inequitable curriculum access and little understanding of their learning progress. Implementing a consistent approach to learning design and monitoring student learning in every class is the key to improving learning outcomes for students.
* Most students could articulate what they needed to do to achieve at a higher level including: focussed attention, consistent practice, implementing quality feedback from teachers and focussing on the learning intentions and success criteria.
* Self and peer assessment strategies are valued by students and used regularly and effectively particularly in the upper year level class. Criteria for assessment and checklists guide the process and provide consistency.
* Teachers are becoming familiar with the new Department units of work and using them effectively in some curriculum areas. The units have supported them to differentiate and extend the learning especially for those students in higher bands. Most students were aware of how they could move up to the next level particularly in literacy and numeracy but they are not quite so confident about how they could advance their learning in other curriculum areas.

## Potential next steps

* Continue to build the capability of all teachers in using learning intentions and success criteria to effectively provide students with an absolute understanding of what is expected and what they need to do to achieve in all curriculum areas.
* There are many highly effective assessment, feedback and differentiation strategies being used in isolation throughout the school. Develop a consistent whole school approach to collaboratively implement these effective strategies in every class for every student.

**Possible direction.**

***Consistently apply a whole school approach to assessment, feedback and differentiation in every class for every student in every curriculum area.***

**Quality leadership line of inquiry:**

How well does leadership facilitate the effective delivery of a guaranteed, viable curriculum and culture of high expectations and continuous improvement in student achievement?

## Strengths and challenges

* Leadership in consultation with teachers have developed a whole school “Literacy Statement of Practice.” This is clearly linked to the SIP Goal to increase the reading achievement for all students R-6 and provides clear expectations in the teaching and learning of reading across the school. With the intention of this being a literacy agreement the inclusion of all components of literacy will need to be considered.
* Some students were able to articulate the SIP goal making connections to how they are working towards achieving the goal. Some classes have collaboratively unpacked the SIP goal to identify what this will look like in practice within their classroom.
* The SIP focus on reading, and the introduction of Spelling Mastery has provided opportunities for greater consistency and differentiation of the teaching and learning across the school.
* The new Department units have been adopted by some classes and are providing students with greater engagement and challenge particularly in English. The Science and HASS curriculum teachers are yet to implement the units effectively. A curriculum audit against the Department’s curriculum scope and sequence will provide a guide to next steps for the school in delivering a consistent viable curriculum.
* The school has identified professional learning as an area for improvement. Currently professional learning is predominantly delivered though a whole staff meeting once per week as part of a general business agenda. The topics vary from week to week and include SIP review and evaluation and a variety of other topics.
* A more strategic approach to professional learning that provides collective and connected learning around high impact teaching strategies can lead to greater collaboration between teachers and improved teaching and learning outcomes.
* Early years teachers valued the targeted reading support from the Literacy Coach this year and have implemented new strategies in teaching and learning in literacy as a result.
* The support and leadership of the principal is highly valued by the staff. The principal is highly visible across the school and effectively engaged in the teaching and learning. Observations of teaching and scrutiny of student learning has occurred with feedback provided to teachers and students. While this is still in the early stages is has been widely accepted and valued by teachers. Expectations of outcomes from the observations are yet to be considered. All teachers have PDPs and reflect on the achievement of goals. Goals with specific and measurable targets around impact on student learning will ensure greater focus and accountability. The school is well positioned to collectively design a more strategic and formalised approach to performance development.
* Collaboration between teachers is variable across the school. Teachers report limited opportunities to co-design the learning collaboratively. Any cross curricular planning is usually conducted out of school hours. While it is challenging in small schools there are clearly opportunities where collaboration is effective in developing teacher capabilities and consistency of practice. A focus on improving teacher collaboration is a next step for the school.
* All staff had opportunities to be involved in the development and review of the SIP. Time is allocated to monitor and review the progress of the SIP actions and student achievement data on a regular basis. Opportunities are also provided for student leadership to review and evaluate specific aspects of the SIP.

**Potential next steps**

* Review the literacy statement of practice to include all components of literacy. Including expectations and monitoring processes e.g. learning walks, learning sprints or peer observations will enhance the effectiveness.
* Continue to implement the units of learning and conduct a curriculum audit against the Department’s curriculum scope and sequence with the purpose of ensuring the delivery of a consistent viable curriculum at every year level.
* Implement a strategic approach to professional learning and professional development that provides collective and connected learning around high impact teaching strategies.
* Provide opportunities and encourage greater teacher collaboration.

**Possible Direction**

***Implement a whole school strategic approach to professional learning and professional development that provides collective and connected learning around identified high impact teaching strategies.***

**Conditions for optimal learning line of inquiry**

To what extent does the school promote, maintain and monitor a culture of learning with high expectations of achievement for all learners?

## Strengths and challenges

* All students believe that teachers have high expectation of them and expect them to do their best. Most learning is differentiated either by outcome or by learning task. Students with higher intellectual ability are being extended, engaged and challenged in their learning. Some students are provided with opportunities to be vertically grouped particularly in in English and Maths.
* High expectations in HASS and science are not as evident with less than challenging and repetitive learning tasks, low levels of completion of work, limited use of learning intentions, success criteria, marking or formative feedback.
* Most students identified learning in literacy and numeracy, as easy to just right. Few students identified the learning as providing challenge. However, students are rarely bored during lessons indicating that the learning tasks provided are interesting and engaging. This perceived lack of challenge could be a result of the implementation of consistent routines and strategies in learning and explicit and focussed teaching. This is an area for further investigation.
* Most lessons that the review team evidenced were well planned, engaging and challenging with clear learning intentions and success criteria and effective formative feedback.
* Most students clearly understood that teachers generally wanted them to do better and pushed them to improve their learning. Although students were unclear on the school vision, they strongly felt it was something around striving for success. They commented that the principal always says they should be good, try their best and be successful citizens. Perhaps this is a good time to revisit the school vision to reflect the current time.
* The school values are widely promoted across the school with consistency. Some classes have unpacked these values to indicate what they look like in practice in the classroom. All students could clearly articulate the values and it was evident that they are driving the learning, behaviour and social interactions across the school. Parents reiterated this indicating that the school is safe, welcoming and accepting of student diversity.
* Teachers expressed that generally all parents at TTG were positive and connected to their child’s learning. Parents supported their students with homework and reading at home. A strong parent community that also supports school events.
* Parents indicated that they were largely kept informed about their child’s learning and progress but this was dependent on which class their children were in. Parents are looking for clear, consistent communication about their child’s learning and progress from their child’s class teacher. The development and implementation of an agreed and consistent policy on home/school communication is the next step for the school.

## Potential next steps

* Collaboratively develop and implement a whole school communication and information agreement that ensures regular and consistent school and class communication with parents around student learning progress, learning goals and next steps in learning.
* Review and evaluate the teaching of HASS and Science across the school to ensure that the scope and sequence is being implemented appropriately, high impact teaching strategies are being used and student learning is being monitored and assessed.
* Revisit the school vision with the whole school community to ensure a collective understanding of what the school is striving to achieve.

**Possible Direction**

* ***Collaboratively develop and implement a whole school communication and information agreement that ensures regular and consistent school and class communication with parents around student learning progress, learning goals and next steps in learning.***

Phil Garner

## Review Officer Review, Improvement and Accountability directorate

**Date: Friday, 25 November 2022**