

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Morphett Vale East Primary School

Conducted in August 2019



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 Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate and Paul Harmer, Review Principal.

Review Process

The following processes were used to gather evidence relating to the lines of inquiry:

- Presentation from the principal
- Class visits
- Attendance at staff meeting
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Morphett Vale East Primary School caters for children from reception to year 7. It is situated 26kms from the Adelaide CBD. The 2019 enrolment is 265 students. The enrolment at the time of the previous review was 313.

The school has an ICSEA score of 947 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 6% Aboriginal students, 16% students with disabilities, 2% students with English as an additional language or dialect (EALD) background, 4 children in care and 51% of families eligible for School Card assistance.

The school leadership team consists of a principal in the 4th year of their first tenure. The school has a deputy principal and a student wellbeing leader.

Previous ESR or OTE directions were:

- Direction 1** Increase the proportion of students meeting the DECD Standard of Educational Achievement by having clear focus on learning and increased expectations of growth and challenge.
- Direction 2** Clearly define the practices teachers are expected to incorporate into their daily work. Develop the PLTs, performance development processes and targeted professional learning to enable teachers to exhibit these practices confidently and competently.
- Direction 3** Strengthen the role and capacity of the Connector Group to act as an improvement team. Use planning processes to support the implementation of the Site Improvement plan and agreed whole-school expectations. Ensure this work uses data and evidence to support decision-making and ongoing improvement.
- Direction 4** Ensure the Governing Council has a clear overview of achievement and growth trends to support the school in setting the broad directions for the School Improvement Plan.
- Direction 5** Provide students with information on how to improve through the use of rubrics, exemplars and quality feedback.

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

There is evidence that the school has put in place a range of strategies to support the implementation of the previous directions.

Clear agreements and expectations of practice are in place. These are supported through a coaching approach to build the consistent implementation of practices to support literacy and numeracy learning. Data is demonstrating some gains over time and leadership and staff have a clear focus on the progress of student learning outcomes.

Leadership is focussed on improvement. Committees have been established, with staff representation, each closely aligned to support the priorities of the Site Improvement Plan (SIP).

Decisions taken in relation to improvement are evidenced-based. The schools Governing Council are informed about site priorities and have regular updates in relation to the progress of the improvement journey.

Performance development and professional learning are aligned to the SIP priorities. The use of expert's on a regular basis, along with intensive coaching by leadership, has continued to support the consistent implementation of practices across the school, per the agreements in literacy and numeracy.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

Morphett Vale East Primary School uses a range of strategies to support implementation and the monitoring of progress of their improvement cycle. Decisions taken in relation to the goals and targets are closely aligned to evidence-based datasets over time. There are clear and documented expectations from leadership of the agreed datasets collected by staff. Leadership and staff shared how student learning progress is closely monitored with particular reference to achieving the goals in the plan. The Governing Council shared how they have been consulted during the development of the plan and how they are provided with some updates. However, there are opportunities for the Governing Council to strengthen their understanding of the Council's role in the SIP work.

The school has established committees linked to each goal in the SIP. These committees have responsibility to implement plans of action and monitor progress regarding their section of the plan. Regular time is provided for these committees to meet. Every committee has a member from each year-level based Professional Learning Team (PLT) that facilitate the opportunity for the work of the committees to be shared. Staff meetings are scheduled on a rotational basis to provide time between the SIP committees, PLTs and professional learning. Work of each group is aligned with the SIP priorities. Staff are increasingly sharing successful strategies and practices, working towards building common understandings through the use of the regular PLT meetings. Strengthening this work through developing deeper collaboration and building collective efficacy through these structures will continue to develop capacity of staff to more effectively build links between monitoring the implementation of the plan and its impact on teaching and learning.

Leadership are working to support and mentor staff through modelling and working collaboratively with teachers to implement the expected common practices in literacy and numeracy. This work with has been valued by staff and is building consistent practice across the school. Performance development processes are closely aligned to the plans of action and are inclusive of all staff. SSOs value the opportunities to attend training which relates to the agreed approaches providing them with the skills and knowledge to more effectively support students.

Direction 1 Strengthen collective efficacy of the PLT and committees to effectively monitor and evaluate the progress of the SIP and the connectedness to teaching and learning.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

Morphett Vale East Primary School has undertaken a review of how it is providing students with authentic influence in their learning. They are working towards providing students with ongoing opportunities to develop and demonstrate leadership across the school. Some examples include the House Cup, peer coaching/tutoring and a science committee designed to provide students with a clear purpose and investment in how they engage in school life. Teachers provided some strategies of how they are including student influence in their class programs including reflection time as part of lessons, particularly in maths and conducting one-on-one learning conversations. Leadership and teachers shared information about the expectations and implementation of individual students' learning goals and the structures in place to support this work. Parents are aware of their children having learning goals. Continuing to develop consistent practices to be more inclusive of student influence would strengthen this work.

Students could identify strategies of how teachers assist them to improve, with some students sharing that receiving effective feedback was important for improvement. They also shared the opportunity to provide and receive feedback from peers which is improving their work. Teachers provided some strategies of how they seek feedback from students about their learning. Feedback for learning is a pivotal component of learning improvement at all levels. Teachers' perceptions about what effective feedback for learning looks like across the school vary and how they share this information with students. Embedding common understandings and practices relating to effective feedback will continue to strengthen learning for all students.

Students at all levels benefit from having opportunities to be active participants in their own learning. It was acknowledged by both leadership and teachers that while there is some good practice in the school, strengthening teacher and student capacity and consistency across the school is an area of growth. The provision of planned opportunities for staff and students to work collaboratively to build common understandings and strategies will further strengthen this work.

Direction 2 Build common understandings and strategies to enhance authentic student influence in their learning.

CONDITIONS FOR EFFECTIVE STUDENT LEARNING

To what extent are all students, including Aboriginal students and other priority groups, achieving in their learning?

There is a clear intent expressed by leadership and staff that the school is focused on improving learning outcomes for students across the school. There has been significant emphasis across the school on attending to culture and setting aspirational targets for student achievement which are evidenced-based. There is a focus on the whole child and the school has processes in place to support students in their readiness for learning. Leadership work alongside teachers to support the implementation of expected and effective practices has been valued by teachers.

Teachers are increasingly sharing strategies and there are expectations and time planned for collaborative planning and discussion through the use of PLTs. Teachers are analysing and using agreed data sets to check progress of student outcomes, and are strengthening practices for intentional teaching. The school has established a monitoring system to support teachers and students to check progress, set individual learning goals and provide students with some guidance for their next steps in learning. Priority groups, including Aboriginal students, are clearly tracked and monitored with regular reviews to best support their needs.

Students can articulate that struggle is important and are seeking to be challenged in their learning. Student support through intervention is based on data and supports are in place for students to meet the standards expected and to maintain students in the higher bands in writing. These interventions are regularly monitored and evaluated by leadership. Teachers provided some examples of how they are differentiating learning for students in class, however the depth and breadth of examples varied across the school. Sharing and critically reflecting on current practices to differentiate learning will continue to develop common understandings and consistent practice to best meet the needs of all learners.

Direction 3 Strengthen common understandings and practices, which are data informed, to differentiate learning to challenge all learners.

Outcomes of the External School Review 2019

At Morphett Vale East Primary School, there is a clear sense of a focus on improving learning outcomes for students by leadership, staff and parents. A supportive school culture is evident where professional learning is shared, valued and supported. Whole-school agreements are in place and monitored to support working towards consistent implementation of expectations.

The principal will work with the education director to implement the following directions:

- Direction 1** **Strengthen collective efficacy through the PLT and committees to effectively monitor and evaluate the progress of the SIP plan and the connectedness to teaching and learning.**
- Direction 2** **Build common understandings and strategies to enhance student influence in their learning.**
- Direction 3** **Strengthen common understandings and practices, which are data informed, to differentiate learning to challenge all learners.**

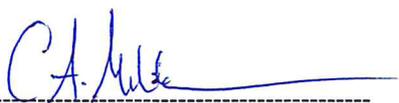
Based on the school's current performance, Morphett Vale East Primary School will be externally reviewed again in 2022.



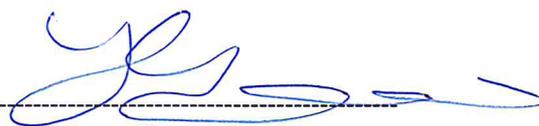
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MORPHETT VALE EAST PRIMARY SCHOOL



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).

Reading

In the early years, reading progress is monitored against Running Records. In 2018, 70% of year 1 and 80% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement for both year 1 and year 2 from the historic baseline average.

Between 2016 and 2018, the trend for year 2 has been upwards, from 66% to 80%.

In 2018, the reading results, as measured by NAPLAN, indicate that 63% of year 3 students, 41% of year 5 students and 63% of year 7 students demonstrated the expected achievement under the SEA. For year 3, this result represents an improvement, for year 5 this result represents a decline, and for year 7, this result represents little to no change, from the historic baseline average.

Between 2016 and 2018, the trend for year 5 has been downwards, from 63% to 41% respectively.

For 2018 year 3 and 5 NAPLAN reading, the school is achieving lower, and for year 7, is achieving within the results of similar students across government schools.

Between 2016 and 2018, the school has consistently achieved lower in year 3 NAPLAN reading relative to the results of similar groups of students across government schools.

In 2018, 34% of year 3, 3% of year 5 and 6% 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. Between 2016 and 2018, the trend for year 3 has been upwards from 10% to 34%.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in reading, 33%, or 1 of 3, students from year 3 remain in the upper bands at year 5, and 25%, or 2 out of 8 students from year 3 remain in the upper bands in year 7.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 69% of year 3 students, 47% of year 5 students and 69% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 7 this result represents an improvement, and for year 5, this represents a decline from, the historic baseline average.

Between 2016 and 2018, the trend for year 5 has been downwards, from 57% to 47% respectively.

For 2018 year 3, 5 and 7 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools.

In 2018, 16% of year 3, 6% of year 5 and 11% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents an improvement from the historic baseline average.

Between 2016 and 2018, the trend for year 3 has been upwards from 3% to 16% respectively.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 100%, or 1 out of 1 student from year 3 remain in the upper bands in year 5, and 67%, or 2 out of 3 students from year 3 remain in the upper bands in year 7.