

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Hamley Bridge Primary School

Conducted in May 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 Greg Graham, Review Officer of the department's Review, Improvement and Accountability directorate and Murray Koster, 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

Hamley Bridge Primary School caters for students from reception to year 7. It is situated 74kms from the Adelaide CBD. The enrolment in 2021 is 88. Enrolment at the time of the previous review was 83. The local partnership is Lower Mid North.

The school has an 2020 ICSEA score of 936 and is classified as Category 3 on the Department for Education Index of Educational Disadvantage.

The school population includes 12% Aboriginal students, 18% students with disabilities, less than 6 students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 33% of students eligible for School Card assistance.

The school leadership team consists of a principal in the 13th year of tenure.

There are 5 teachers including none in the early years of their career and 3 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** **Deepen and develop teacher knowledge and gain consistency in their use of feedback to and from students to move learning forward.**
- Direction 2** **Shift the focus of planning from teaching the content of the curriculum to delivering planned learning growth for each student no matter their starting point.**
- Direction 3** **Develop whole-school systems to regularly track and monitor the learning growth of every student using evidence-based assessment tools.**

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

Actions were taken towards addressing previous directions. Using the Brightpath assessments allowed students to receive explicit feedback on what they are doing well in their writing and how they can improve. This had a highly motivating effect on some students.

Student personalised learning plans – One Plans – helped identify the learning levels and needs of many children. This flowed into greater differentiation of learning tasks and assessments aimed at helping all children to be successful. Supplementation of class learning programs with online learning platforms helped ensure that follow-up tasks are at a learning level appropriate to the child's development.

Data is gathered, stored electronically, updated and reviewed regularly. It covers a wide range of assessments including: Phonological Awareness Skill Mapping, 'letter sound check', sight words monitoring, Running Records, Phonics Screening check, Heggerty synthetic phonics, Punctuation Pyramid, Big ideas in Number, NAPLAN, PAT and others that individual teachers choose to use.

Records of up-to-date student learning greatly assists in information-sharing required when a child moves to another class or school.

Elements of the previous directions are still to be addressed and actioned, in conjunction with strategies identified in the school improvement plan (SIP).

Lines of inquiry

Effective school improvement planning

Improve practice and monitor strategies and actions: How effectively does the school monitor and enhance its improvement strategies and actions on the impact on student learning?

All staff acknowledged the purpose of the SIP and were involved in its creation. Focus on phonics and Brightpath writing assessment is the common practice across the school. The SIP is regularly revisited during the year to track progress.

Challenges of practice in writing and phonics are well-understood and supported through professional conversations and learning. Professional development is generally provided through school meetings and performance development. Teacher performance development plans are linked to SIP priorities. Changes in practice across the school show the beginning of language consistency in literacy with phonics and Brightpath being the catalyst for change. Consolidation of these 2 foci and use of the punctuation tool to strengthen the literacy in both writing and reading are future strategies for the school to undertake. The maths focus on problem-solving using Big Ideas in Number strategies is developing with the school currently working on analysing the diagnostic tools to identify the next steps in mathematical learning.

Achievement data is focused on individual growth. Teachers and school services officers regularly exchange achievement information both formally and informally. Individual student data sheets are provided for staff to analyse and teachers are starting to use it to inform teaching. One Plans clearly outline student needs and intervention approaches to be undertaken. Students remain in support programs until they meet One Plan goals or SEA levels.

Building teacher capacity through personal learning, staff meetings and network learning teams, using the sprint model is to continue. Due to the small number of staff, sharing expertise and expanding the opportunity to work with like schools would broaden and improve teaching skills in planning, teaching and monitoring of student progress. Strengthen and refine current teaching practices with a greater alignment of SIP challenges of practices with SIP targets to increase the number of students achieving SEA and high bands.

Direction 1 **Embed high-yield teaching practice through the continuous development and sharing of teaching and learning strategies aligned to the school's improvement priorities.**

Effective school improvement planning

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

Staff recognise the diversity of learners within their class and across the school. They identified the specific learning programs used and the connection they had with learning progressions across the school. Enthusiasm from staff in undertaking the Brightpath assessments that help children internalise the language structures needed to write was evident. Consistent delivery of synthetic phonics and grammar has shown improvements in student reading.

Differentiated teaching processes varied amongst teachers who use a range of strategies appropriate to the year levels and student abilities. These include different levels of spelling for each student, scaffolding tasks according to complexity and expectations and intervention support using school services officers. The teachers recognised that planning tended to focus on the middle range students. Stronger work in differentiated planning for all students with a focus on stretch and building the numbers of students achieving SEA and high band levels are the next steps to undertake.

Formative assessment practices varied amongst the teachers, with the vast majority using formative tasks to ascertain student knowledge and form ability groups. Learning intentions are often used as part of the introduction to individual lessons. It is timely for the staff to consider how they can build on the work done on learning intentions and success criteria by moving the focus to how the specific learning focus is reflected in what students can do, say, make or write. Consider how learning intentions, success criteria and feedback can be linked to learning goals and goal setting as a form of consolidation of learning for each student.

The next steps for the school are to revisit the learning design model process to ensure the task design is differentiated and caters for all students. Use the current evidence-based programs offered to embed the consistency of practice in task design and formative assessment processes, which can be retained and transferred within teaching of other curriculum foci.

Direction 2 **To meet the learning needs of all students ensure that teachers consistently plan differentiated teaching opportunities that provides students a stronger connection with their learning.**

Outcomes of the External School Review 2021

From the information gathered from teachers, students and parents, the review panel identified a strength in the school's 'community feel'. The parents and staff trust the principal and the school's provision of quality education for their children. The influence of previous ESR directions is evident in the school's improvement. The school is using improvement planning and monitoring processes to raise student achievement and providing effective conditions for student learning. Students talked about the school as being a safe school environment – friendly, no bullying and supportive of each other.

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

- Direction 1** Embed high-yield teaching practice through the continuous development and sharing of teaching and learning strategies aligned to the school's improvement priorities.
- Direction 2** To meet the learning needs of all students ensure that teachers consistently plan differentiated teaching opportunities that provides students a stronger connection with their learning.

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



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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).

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 Hamley Bridge Primary School from 2015-2019.

Reading

Between 2016 and 2020, the reading results, as measured by Running Records, indicate that 63% of year 1 students, 62% of year 2 students demonstrated the expected achievement against the SEA.

Between 2016 and 2019, the reading results, as measured by NAPLAN, indicate that 65% of year 3 students, 60% of year 5 students and 77% 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.

Numeracy

Between 2016 and 2019, the numeracy results, as measured by NAPLAN, indicate that 72% of year 3 students, 50% of year 5 students and 74% of year 5 students demonstrated the expected achievement against the SEA.

There is insufficient data to accurately measure students who achieved in the top 2 NAPLAN proficiency bands in numeracy.

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

