

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Booborowie Primary School

Conducted in September 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 Sue Mittiga, Review Officer of the department's Review, Improvement and Accountability directorate and Kath Ireland, 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

Booborowie Primary School caters for students from reception to year 7. It is situated 187kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 15 students. Enrolment at the time of the previous review was 21. The local partnership is Mid North Clare.

The school has a 2020 ICSEA score of 999 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes no Aboriginal students, 6% students with disabilities, no students with English as an additional language or dialect (EALD) background, no children/young people in care and 6% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 5th year of tenure

There are 2 Teachers and 0 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** Embed a focus on individual student achievement using data to support their continuous learning progress with the expectation that each child should achieve their expected learning growth.
- Direction 2** Develop effective pedagogical practices that focus on both learning achievement and growth and provide meaningful information to all stakeholders.
- Direction 3** Explore and implement approaches that integrate and effectively embed intellectual stretch, challenge and rigour into daily classroom teaching and learning.

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

Direction 1 The school has reviewed and streamlined its data collection, so that it is purposeful and informs practice. A comprehensive data collection plan has been developed and data is analysed to inform whole-school planning and individual student achievement. Every child has an individual data tracking sheet and their progress is shared with them.

Direction 2 A whole-school reading program has been introduced that includes daily reading to a teacher, decodable readers, implementing a phonemic awareness program and a phonics skills program. Every student has an individual learning plan that is communicated to parents. The plan includes short and long term individual goals, steps to achieve the goals and learning strategies. It also includes student learning data and feedback comments from the teacher.

Direction 3 Staff have participated in professional development in writing including Seven Steps, Writers Workshop and Brightpath. The implementation of these programs has resulted in increased engagement and improvements in student writing. The Principal has identified that the school is working towards embedding Writers Workshop, to ensure rich writing experiences are provided to all students.

Lines of inquiry

Effective school improvement planning

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

Quality site improvement planning requires schools to continuously monitor the impact of their teaching practice on student learning outcomes. All staff are committed to improving student learning. A comprehensive data collection plan has been documented and every child's progress is individually tracked and monitored. Training and development is aligned to the SIP goals and actions. Staff have engaged with professional learning partners including the Literacy Guarantee Unit (LGU) and the partnership Curriculum Lead to develop their knowledge and skills in Brightpath, instructional phonics and Big Ideas in Number (BiIN). In writing and phonics, new knowledge is being transferred into classroom practice and individual student achievement data is showing improvement and continued growth.

The Principal leads a whole-school review of the SIP targets and goals at a pupil free day in term 4. Staff discuss and review the progress made against the actions and goals at a staff meeting every term. Resourcing, professional development and staff performance development goals are all aligned to the SIP and the SIP is reflective of the partnership goals.

Whilst staff have a clear focus on the writing goal and have implemented some of the actions including Brightpath moderation and instructional phonics routines, their understanding of the challenge of practice and the success criteria is not as clear. Engaging staff to critically evaluate pedagogical, curricular and assessment practices in both numeracy and writing, and the impact on student learning, will support them to collaboratively determine the challenge of practice.

The school is well positioned to structure opportunities to trial changes to classroom practice, creating regular times for staff to engage in rigorous reflective conversations about the impact of their changes to practice on student learning. This would develop a clear line of sight from the challenge of practice and success criteria to classroom practice. The next step for the school, is to collaboratively determine the challenge of practice and success criteria with staff, to further build their commitment and effectiveness to improve practice.

Direction 1 Collaboratively develop the challenge of practice and success criteria and establish clear structures and processes to trial and analyse the impact of changes to classroom practice.

Effective teaching and student learning

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

Pedagogy is the science and craft of teaching. How teachers teach, is critical to student engagement in learning and their achievement. Staff have an in-depth understanding of individual student learning data. Individual learning plans are developed for every student that specify short and long term goals and learning strategies to achieve these. Students discussed having goals in literacy and maths and, whilst they could articulate some of their goals, they were not as confident describing the steps they needed to take, to achieve them. Staff are well positioned to develop students' ability to review their goals in a cyclic process and to know and understand how to implement their strategies.

Teachers are implementing various evidence based phonics programs. They moderate student work samples in writing to inform teaching practice and the next steps in learning. Teachers commented that they have changed the way they plan and deliver writing citing examples of their structured literacy blocks, using mentor texts, differentiating with scaffolding supports, and the use of stimulus pictures connected to the topic. Staff identified that the next step in writing would be to unpack the Brightpath ruler with students and for students to self-assess their writing, to know and understand their own writing data and the steps required to improve.

High impact teaching strategies that enabled students to be stretched and challenged, are not as evident across the school. Designing rich open ended learning tasks that allow for differentiation and incorporate high impact pedagogical strategies, such as clear learning intentions and success criteria, collaborative learning and effective feedback would support students to be stretched and challenged to a greater degree. The staff are open, willing to learn and change. The school is well positioned to develop structures and processes, to provide mentoring and coaching to staff to improve their pedagogy and curriculum delivery. There is an opportunity to further engage students in challenging and meaningful learning.

Direction 2 Build teacher capacity to design learning that incorporates high impact teaching strategies that enable stretch and challenge.

Outcomes of the External School Review 2021

Booborowie is a small rural school with a positive and welcoming school culture and a strong sense of community. Parents commented that the small size of the school, enabled staff to provide added support to their children and to build excellent relationships with them. Staff are committed to improving their practice and improving learning outcomes for students, evidenced by their engagement in professional development and the implementation of changes to classroom teaching, including the introduction of evidence based practices.

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

- Direction 1 Collaboratively develop the challenge of practice and success criteria and establish clear structures and processes to trial and analyse the impact of changes to classroom practice.**
- Direction 2 Build teacher capacity to design learning that incorporates high impact teaching strategies that enable stretch and challenge.**

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



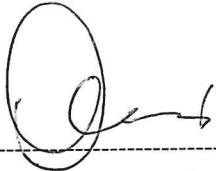
Kerry Dollman
Director
Review, Improvement and Accountability



Anne Millard
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on behalf of

Anne Heinrich
Principal
Booborowie 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).

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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 Booborowie School from 2016 to 2020.

Further information concerning school performance is available in the school's annual report.

Reading

In the early years reading progress is monitored against Running Records. From 2016 to 2020, 15% of year 1 and 30% of year 2 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, the reading results as measured by NAPLAN, indicate that 88% of year 3 students, 67% of year 5 students, 67% of year 7 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, 50% of year 3, 22% of year 5, 0% of year 7 students achieved in the top 2 NAPLAN reading bands.

Numeracy

From 2016 to 2019, the reading results as measured by NAPLAN, indicate that 50% of year 3 students, 44% of year 5 students, 67% of year 7 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, 25% of year 3, 11% of year 5, 0% of year 7 students achieved in the top 2 NAPLAN numeracy bands.