

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Burnside Primary School

Conducted in March 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 Debbie Grzeczowski, Review Officer of the department's Review, Improvement and Accountability directorate and Mike Tate and Catherine O'Dea, Review Principals.

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

Burnside Primary School caters for primary aged students in years R-7. It is situated 7kms from the Adelaide GPO in the Eastern suburbs. The enrolment in 2021 was 796. Enrolment at the time of the previous review was 797. The local partnership is Central East.

The school has an ICSEA score of 1151 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 6 Aboriginal students, 4% students with disabilities, 7% students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 6% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 4th year of a 7 year tenure, a Deputy Principal in a short term tenure, 2 Assistant Principals in a full year tenure and a 0.6FTE Student Wellbeing Leader.

There are 44 Teachers including 8 in the early years of their career and 18 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** Deepen the intellectual stretch that supports critical and creative thinking in students by further developing the whole-school inquiry mindset and approach to learning.
- Direction 2** Strengthen effective pedagogy across year levels and learning areas by building on the current peer observation processes to develop critical collegiality.
- Direction 3** Strengthen students as self-directed, powerful learners by developing ongoing monitoring and feedback processes linked to transparent, explicit, personalised success criteria.

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

The previous ESR directions have guided the school improvement agenda since the last review and are visible within the site improvement plan. Staff have been supported by leaders and partnership initiatives, which has positively impacted on their practice and strengthened the focus on inquiry-based learning.

Significant targeted professional learning has been a feature at the school over the last three years. Professional learning is aligned to the improvement agenda and has made the learning visible to students and supports their progress. Development of a common language of learning, used by both students and community, provides platform to articulate learning.

The impact of the previous directions is visible within all classes throughout the school.

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?

The leadership team has collective understanding of how to further improve outcomes and has established structured professional learning communities (PLCs) to drive improvement. The alignment of staff meeting structures facilitates staff to meet regularly in learning teams which is appreciated and valued by teachers. Data is routinely used within learning teams and PLCs track targeted students. Performance development plans (PDPs) are linked to the Site Improvement Plan (SIP) and targeted professional learning supports the plan's goals. Consideration to timetabling has provided joint release time which further supports staff collaboration.

The narrow focus of the SIP is known by class teachers and guides their practice. Opportunity to further connect specialist teachers and school service officers to the SIP will strengthen a whole-school approach to improvement. Structures and processes support staff to review the SIP on a termly basis with an in-depth review occurring towards the end of the school year. Data and feedback forms the basis for ongoing review and aspects of the plan have been refined in response to this analysis.

Data collection is guided by a published schedule which has been recently refined down to purposeful and useful data. As data is primarily analysed within learning teams there is scope to increase opportunities to review whole-school data. This will provide greater overview and deepen collective ownership across the whole school.

Whilst all teachers have a PDP which is linked to the SIP, processes for regular feedback and explicit goals to refine teacher craft are emerging practice. Most staff see themselves as lifelong learners and expressed a desire to receive feedback to help them further improve. Leaders have the opportunity to increase their visibility within classrooms and lead learning through focused observations and walkthroughs which provide feedback to further build teacher capability. Monitoring and observing teacher practice explicitly linked to the narrow focus of the SIP will build consistency and further support student learning.

Direction 1 Build coherence and provide formative feedback on teacher practice through focused leadership observations and walkthroughs.

Effective teaching and student learning

How effectively are teachers supporting students to improve their learning?

Students are exposed to a variety of individual, paired and group work with most talking of a 'hands-on' and inquiry-based learning approach. All teachers use aspects of evidence-based pedagogy to support student learning and most students have individual learning goals. All classes display learning intentions which are used by students to support and articulate their learning. Several classes were effectively using peers to read, support and edit work which enables students to receive timely feedback to further improve. A common language enables students to articulate their learning with the majority of students reporting engagement and enjoyment of lessons.

Whilst a commitment to displaying 'bump it up walls' provides students with tangible and aspirational examples of how to improve their work, this could be further strengthened by increasing student agency in learning and using 'real' examples of student work. Having a common understanding of how to incorporate 'bump it up walls' into learning will increase student interaction and allow them to track, improve and stretch their learning.

Teachers use pre-testing and post-testing to group students and track and monitor growth. Whilst there is an obvious intent to differentiate tasks some students, with whom the panel spoke, report they are not stretched and challenged in some aspects of their learning. Teachers highlighted intellectual stretch as an area for further support.

Whilst there is commitment to visible learning there is variance in implementation of practice across the school. Leaders and staff reflect that consistency is an area of development. Refining and refocusing the intended explicitness of PLCs will further develop teacher practice and provide a forum for teachers to share their understanding and build consistency.

PLCs are most effective when they have an unrelenting focus on student learning growth and the pedagogy to support this. They are a proven way to increase student learning by creating a culture that is focused on continuous improvement and supports teachers to refine their practice. At their optimum they occur regularly and link the learning needs of students with the professional learning and practice of teachers.

Direction 2 **Strengthen teachers' capability to design and implement learning experiences that enable intellectual stretch and challenge to be an integral aspect of everyday learning for all.**

Direction 3 **Provide rigour, consistency and accountability through regular and focused PLCs that are explicitly focused on student learning growth and the pedagogy to support this.**

Outcomes of the External School Review 2021

Burnside Primary School has a strong, positive culture, deep sense of community and welcoming atmosphere. A strong learning focus and access to extra curricula lessons, results in a tangible sense of pride in the school and is reflected in high achievement levels and student growth over time. Staff model lifelong learning and seek ways to further improve and refine their practice, creating positive and enriched learning environments to support student learning. Parents find staff approachable and express high satisfaction with student achievement. Governing Council expressed a high level of trust and support for the schools' leadership team who have aligned staffing and resources to support the school's improvement agenda. Parents report Burnside Primary School is their school of choice.

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

- Direction 1** **Build coherence and provide formative feedback on teacher practice through focused leadership observations and walkthroughs.**
- Direction 2** **Strengthen teachers' capability to design and implement learning experiences that enable intellectual stretch and challenge to be an integral aspect of everyday learning for all.**
- Direction 3** **Provide rigour, consistency and accountability through regular and focused PLCs that are explicitly focused on student learning growth and the pedagogy to support this.**

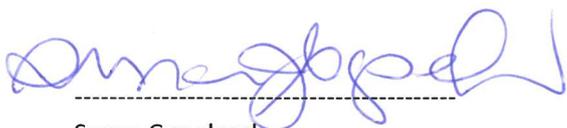
Based on the school's current performance Burnside Primary School will be externally reviewed again in 2024.



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Director
Review, Improvement and Accountability



Anne Millard
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Partnerships, Schools and Preschools



Susan Copeland
Principal
Burnside 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 2019 88% of year 1 and 90% of year 2 students demonstrated the expected achievement against the SEA.

In 2019 the reading results, as measured by NAPLAN, indicate 95% of year 3 students, 96% of year 5 students and 97% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7 this result represents little or no change from the historic baseline average.

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

In 2019 77% of year 3, 60% of year 5 and 56% 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.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 84% or 41 out of 49 students from year 3 remain in the upper bands at year 5 and 78% or 32 out of 41 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019 the numeracy results, as measured by NAPLAN, indicate 94% of year 3 students, 94% of year 5 students and 92% of year 7 students demonstrated the expected achievement against the SEA. For year 3 and 5 this result represents an improvement from the historic baseline average.

For 2019 years 3 and 5 NAPLAN numeracy the school is achieving higher than the results of similar groups of students across government schools.

In 2019 51% of year 3, 52% of year 5 and 56% 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.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 84% or 36 out of 43 students from year 3 remain in the upper bands at year 5 and 84% or 26 out of 31 students from year 3 remain in the upper bands at year 7.