

Partnerships, Schools and Preschools

External School Review

**Tea Tree Gully Primary School
School Summary Report
November 2022**



Government of South Australia
Department for Education

External School 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 our schools.

The External School Review framework is referenced throughout all stages of the review process.

This summary 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 summary report.

Round table participants

Di Scott	Principal
Anne Lamont	Education Director
Phil Garner	Review Officer

Review team

Phil Garner	Review Officer
Karen Alford	Review Principal

Post review meeting participants

Di Scott	Principal
Anne Lamont	Education Director
Phil Garner	Review Officer
Belinda Robertson	Principal consultant

Process

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

- Principal/leadership focused walkthrough
- Leadership discussion
- School Services Officer (SSO) forum
- Variety of teacher forums
- Student forums
- Class visits
- Book reviews
- Curriculum documentation
- Governing Council forum with 4 members
- Parent forum with 6 parents
- Review Officer ran a staff meeting with focus on the ESR framework and how the department's Standard of Education Achievement (SEA) data informs the lines of inquiry, staff worked collaboratively in determining collective understandings in the progress of the SIP.
- 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.

Impact of directions from the previous External School Review in November 2019

The school has developed a planned and ongoing review schedule that supports staff to address actions and provide evidence of success and progress at regular intervals. Through the work with the Local Education Team and Partnership/Portfolio professional development, this 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.

The development of the Literacy Statement of Practice, as part of the 2022 School Improvement Plan 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. Department for Education units of work have provided consistency across curriculum implementation and assessment that previously was inconsistent. The use of classroom visuals and grade specific rubrics support students to set goals and know what is required to achieve highly.

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

- Analysis of student achievement data is an embedded practice 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 Progressive Achievement Test (PAT) data through individual student/teacher conferences and are clearly aware of 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 datasets, 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: focused attention, consistent practice, implementing quality feedback from teachers and focusing 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 are not quite so confident about how they could advance 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.

Direction 1 Consistently apply a whole-school approach to assessment, feedback and differentiation in every class for every student in every curriculum area.



EXPERT TEACHING

Assessment and feedback: Indicators of quality

Indicators of quality:

Student data and evidence

Teachers rarely use pre-assessment to understand students' needs and strengths. Teachers plan and deliver work based on students year level and deliver 'one size, fits all' lessons. Students at risk of not achieving can access intervention but this is not data driven.

Student data and evidence

Teachers use pre-assessment to understand students' needs and strengths in literacy and maths. They use this evidence to plan units of work to address the learning needs of middle and low band students. Most students can access learning through different entry and exits points. There is evidence of success in terms of students reaching SEA.

Student data and evidence

Teachers use pre-assessment to understand individual student's needs and strengths. They use this evidence to plan units of work to address low, middle and high achieving students. Students can access learning through multiple entry and exits points with an increasing number experiencing success, resulting in improved student learning outcomes.

Student data and evidence

All teachers use pre-assessment of student readiness, interest and learning profile to understand individual student's needs and strengths. They use this evidence to plan units of work to address the diversity of student learning needs and ensure a personalised developmental pathway towards the achievement of outcomes for all students. Students can access learning through multiple entry and exit points with all experiencing success, resulting in improved student learning outcomes.

Formative assessment and feedback

Teachers use summative tasks and processes to check for understanding but these are not aligned to learning intentions. Grades are shared in formal student reports. Some students report their grades do not match perceived understanding of their achievement.

Formative assessment and feedback

Teachers use both summative and formative tasks and processes to check for understanding. Students receive limited feedback which provides some understanding of achievement and a final grade. A few teachers share grades with parents and carers but this is not consistent practice.

Formative assessment and feedback

Teachers use formative tasks and processes to check for understanding against the learning intentions and provide feedback to learners. Students receive a grade on their final piece of work which does not provide opportunity to improve current work but supports future improvement. Grades are sometimes shared with parents and carers.

Formative assessment and feedback

Teachers use formative tasks and processes to check for understanding against the learning intentions, elicit evidence of learning and provide feedback to learners at whole class and individual student level. Students receive graded draft work which motivates improvement, resulting in increased student learning outcomes. Grades are routinely shared with parents and carers.

Standards and general capabilities

Teachers do not consistently link learning to the curriculum standards or provide sequenced opportunities to link the learning. The subsequent disconnect in learning impacts on students' level of understanding and achievement.

Standards and general capabilities

Teachers are developing opportunities to connect the intended learning and link this to the achievement standards. Teachers use learning intentions to support understanding of what they are learning with limited capability to sequence learning that enables students to connect and build on concepts and skills.

Standards and general capabilities

Teachers connect the intended learning to the relevant aspects of the achievement standards. Most teachers sequence learning which clearly outlines the progression of learning area concepts and skills as they build in complexity over time. Teachers are strengthening their practice to use the standards and learning intentions to design experiences to capture evidence of development.

Standards and general capabilities

Teachers connect the intended learning and intentionally sequenced learning experiences towards the relevant aspects of the achievement standards. The sequence of learning clearly outlines the progression of learning area concepts and skills as they build in complexity over time. Teachers effectively use the standards and learning intentions to design experiences to capture evidence of development.

Self and peer assessment and feedback

Limited opportunities for formative feedback impact on students' understanding of how they can improve their work. Marked work contains positive and general comments with little formative feedback informing students of what they need to do to improve. Students have no formal processes for peer feedback. Teachers do not share feedback with parents and carers which limits their ability to support their child's learning.

Self and peer assessment and feedback

Teachers provide formative feedback to support students. Most feedback is provided after students have completed work which limits its impact on higher levels of achievement. Teachers strategically gather assessment data but this is not analysed to reflect on their practice. Student feedback is collected but is not actively used to inform teaching. Teachers are developing their skills to vary the feedback process depending on context. Some teachers share key pieces of feedback with parents and carers which enables them to further support their child's learning.

Self and peer assessment and feedback

Teachers provide clear formative feedback to support students know what they need to do to improve their work. Most teachers are developing peer feedback to further support student achievement. Targeted and timely feedback supports students to reflect on and refine their learning resulting in higher levels of achievement. Teachers gather and analyse assessment data to reflect on their practice and are beginning to use student feedback to inform their teaching. Teachers vary the feedback process depending on context. Structures and processes enable parents and carers to access key pieces of feedback which enables them to further support their child's learning.

Self and peer assessment and feedback

Teachers and peers provide specific, accurate and clear formative feedback to support students know what they need to do to improve their work. Targeted and timely feedback supports students to reflect on and refine their learning resulting in higher levels of achievement. Teachers strategically gather and analyse assessment data to refine their practice. Students are upskilled to provide peer feedback which is actively used to inform learning. Teachers seek and actively use student feedback to inform their practice. Teachers vary the feedback process depending on context. Embedded structures and processes enable parents and carers to access feedback which enables them to further support their child's learning.

Moderation processes

Teachers do not collect artefacts and evidence of learning to set standards aligned to curriculum standards. Teacher assignment of student grades is inconsistent and not moderated.

Moderation processes

Teachers are beginning to collect artefacts and evidence of learning in literacy and maths, and set standards using these artefacts to ensure consistency and comparability in judgements. Teachers rely on outside expertise to support and moderate their judgements.

Moderation processes

Teachers collect artefacts and evidence of learning and set standards using these artefacts to ensure consistency and comparability in judgements. All teachers collectively engage with others in design, implementation, assessment and moderations of their artefacts and evidence to confirm the standards and ensure reliability of judgements.

Moderation processes

Teachers collect artefacts and evidence of learning and set standards using these artefacts to ensure consistency and comparability in judgements. Teachers coach and upskill others in moderation practice. All teachers collectively engage with others in the design, implementation, assessment and moderation of their artefacts. Teachers use evidence to confirm the standards and ensure the reliability of judgements.

Quality leadership line of inquiry: How well does leadership facilitate the effective delivery of a guaranteed, viable curriculum to sustain a 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 and provides expectations in teaching and learning of reading. 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 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 units of work 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 in delivering a consistent viable curriculum.
- The school has identified professional learning as an area for improvement. Currently, professional learning is predominantly delivered through 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 provides collective and connected learning around high impact teaching strategies can lead to greater collaboration between teachers and improved teaching and learning.
- 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 is effectively engaged in 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 it has been widely accepted and valued. 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.
- 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.

Direction 2 Implement a whole-school strategic approach to professional learning and professional development that provides collective and connected learning around identified high impact teaching strategies.



QUALITY LEADERSHIP

Instructional leadership: Indicators of quality

Indicators of quality:



Curriculum, pedagogy and assessment

Aspects of a viable curriculum exist in its infancy and is not understood or delivered with fidelity across the school. Teachers have minimal reference to the Australian Curriculum and mostly focus on content. Leaders are accessing external expertise to assess this process.

Curriculum, pedagogy and assessment

Leaders have an understanding of a viable curriculum but this is not coherently understood and delivered by teachers. **Pockets of shared understanding of curriculum, pedagogy and assessment exist** and there is a loose plan to disseminate this knowledge and practice across the school.

Curriculum, pedagogy and assessment

Leaders are working with teachers to develop a guaranteed, viable curriculum across the school. Leaders are focusing on individual sectors of schooling to develop a shared understanding of curriculum, pedagogy and assessment. Leaders work with these staff to collaboratively plan and review curriculum. **There is a planned approach to disseminate this knowledge and practice across the whole school.**

Curriculum, pedagogy and assessment

Teachers and leaders have collaboratively focused on the right work to develop a school curriculum profile that prescribes the guaranteed, viable curriculum that is embedded with fidelity across the school. Leaders and teachers have clarity and a shared understanding of curriculum, pedagogy and assessment for each learning area and year level. They collaboratively plan and review the curriculum ensuring high expectations for all students. Leaders have embedded a sustained culture of high expectation. They are highly visible and lead the learning and maintain a clear line of sight from the SIP to classroom practice.

Effective teaching and learning

The variance of use of department resources impacts on evidence-based pedagogy. Leaders have little understanding of high impact teaching strategies and are not visible in classes. A strong focus on commercial programs and worksheets results in low student learning outcomes.

Effective teaching and learning

The variance of use of department resources impacts on evidence-based pedagogy. Leaders have little understanding of high impact teaching strategies but are not visible in classes. A strong focus on programs and worksheets results in low student learning outcomes. There are pockets of effective practice but this has marginal impact on longitudinal student outcomes due to lack of consistency through year levels.

Effective teaching and learning

Leaders use department resources and an evidence-based, coherent pedagogical approach is developing. Leaders use teacher champions in high impact teaching strategies to work alongside other teachers to lift their practice. Leaders regularly provide teachers with explicit feedback on their practice. Teachers adjust their practice in response to feedback and evaluate the impact of their changes on student learning outcomes. **Consistent, expert teaching practice in most classes results in measurable improved outcomes for students.**

Effective teaching and learning

Leaders use department resources and an evidence-based, coherent pedagogical approach is embedded and results in improved student learning outcomes. Targeted professional learning is aligned to the SIP and forms part of a cycle of continuous learning, implementation and review. Leaders routinely provide teachers with explicit feedback on their practice. Teachers adjust their practice in response to feedback and evaluate the impact of their changes on student learning outcomes. Leaders are highly visible in classes, ensuring all teachers use high impact teaching strategies to accommodate the diverse needs of students. Consistent, quality, high impact teaching strategies results in measurable improved outcomes for all students.

Processes and use of data

There are few structures and processes that ensure all students access a viable curriculum. Data is analysed but there is a disconnect with the challenge of practice. Professional learning is sometimes aligned to either the SIP or teacher interest. Staff meetings are admin based and provide limited opportunity for staff to share practice. There are no opportunities for teachers to be leaders of the curriculum which results in effective practice not being shared across the school.

Processes and use of data

Leaders have created structures and processes that ensure all students access a viable curriculum but these are not owned by teachers. Data drives the SIP but is not consistently used to inform PDP conversations and teacher practice. Professional learning is limited to levels of schooling and there is a disconnect across the school. **Structured staff meetings provide opportunities for teachers to share their knowledge. Leaders provide some opportunities for teachers to be curriculum leaders and influence the practice of others.**

Processes and use of data

Leaders work with teachers to develop structures and processes that ensure all students access a guaranteed, viable curriculum. **Most staff have high level data literacy skills and data drives the SIP and informs performance conversations but this is not consistently aligned to improving teacher practice.** Targeted, evidence-based professional learning is whole school focused with some learning tailored to meet individual teacher needs. Structured staff meetings and PLCs provide opportunities for teachers to share data, build their capability and share their knowledge. Leaders provide opportunities for teachers to be curriculum leaders and influence the practice of others.

Processes and use of data

Leaders work with teachers to define performance monitoring progress and enact structures and processes that ensure all students access a guaranteed, viable curriculum. All staff have high level data literacy and data drives the SIP and informs performance conversations and teacher practice. Regular monitoring of the SIP and explicit feedback results in teachers adjusting their practice. Teachers use data to effectively evaluate the impact of changes to their practice on student outcomes. Targeted, evidence-based professional learning is tailored to meet individual teacher needs. Structured staff meetings and PLCs provide opportunities for teachers to analyse data and evidence to inform ongoing practice. Leaders provide challenging opportunities for others to lead and build their leadership capability. They build and sustain a coaching model at all levels across the school.

Improving teacher effectiveness

Leaders provide minimal feedback to teachers on their practice. Staff meetings are predominately admin focused, with professional learning largely restricted to student free days. Teachers seek mentoring opportunities outside of the school as these are often in areas which are not aligned to the SIP. There are no opportunities for coaching and mentoring.

Improving teacher effectiveness

Leaders provide regular feedback to teachers but this a reflective account of observed practice and does not always provide the next steps to improve teacher practice. Leaders have some understanding of high impact teaching strategies, which individual teachers are implementing into their practice. PLCs exist but a lack of accountability means regularity and impact of these on teacher practice are variable. **The school is accessing external expertise to coach identified teachers.**

Improving teacher effectiveness

Leaders are developing the skill of providing explicit feedback. High impact teaching strategies are embedded in most classes. **Leader led PLCs are developing a shared understanding of effective pedagogy and curriculum knowledge which is reflected in some improved student learning outcomes.** Leaders provide coaching and mentoring to selected teachers and there is some evidence of peer observations with feedback. Teachers adjust their practice which positively impacts on student learning outcomes.

Improving teacher effectiveness

Leaders provide regular, explicit feedback and high impact teaching strategies are embedded. Leaders have frank and fearless conversations and address underperformance in a timely manner. Robust PLCs ensure leaders and teachers have a shared understanding of effective pedagogy and deep curriculum knowledge which is reflected in improved student learning outcomes. Teachers access professional learning which enables them to provide constructive feedback when conducting peer observations. Explicit feedback from peers and leaders provides teachers with clarity on their next steps for improvement. Teachers adjust their practice and monitor and evaluate the impact of these changes on student learning outcomes. Collective teacher effectiveness is evident through peer feedback opportunities and coaching and mentoring.

Conditions for optimal learning line of inquiry: To what extent does the school promote, maintain and monitor a culture of learning and high expectations of achievement for all learners?

Strengths and challenges

- All students believe that teachers have high expectations 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 English and maths.
- High expectations in HASS and science are not as evident with less than challenging and repetitive learning tasks, low levels of work completion, 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 focused teaching. This is an area for further investigation.
- The 2019 -2022 NAPLAN reading results indicate improvement in SEA across years 3, 5 and 7, however there has been a decline in high band achievement in year 3 and 5 compared to the previous 3 years. There has been little change in SEA achievement in numeracy across 3, 5. and 7 when comparing the same period. Increasing high band achievement will need to be a focus for the school.
- 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 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.

Direction 3 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.



CONDITIONS FOR OPTIMAL LEARNING

School culture: Indicators of quality

Indicators of quality:

Vision and values

The school vision loosely relates to learning but has little connection with decision making. The school values are longstanding, not owned by current students or staff and do not have visible presence within the school.

High expectations for all learners

There is a strong culture of wellbeing with limited expectations of learning. Teachers are beginning to create an equitable and culturally responsive curriculum and instruction. Behaviour is seen as a barrier to learning which negatively impacts on student achievement data. The Aboriginal learner achievement quality matrix and action plan is defined but is variable in its impact on teacher practice.

Culture of continuous improvement

Teachers and leaders believe that all students can learn but lack the capability to drive continuous improvement. Leaders and teachers have limited understanding in using data to identify areas for improvement and match this with effective curriculum delivery and teaching strategies to engage all students. This results in negligible impact on student learning outcomes. Parents and community have limited opportunity to be involved in their child's learning.

Shared commitment and responsibility

Staff have a commitment to improve outcomes for students but lack the capability to impact on their learning outcomes. Teachers and leaders attend to student wellbeing as a priority which reduces the impact they can make on student learning outcomes. Teachers seek ways to motivate and engage students but do not use evidence-based high impact teaching strategies.

Parents connected and responsive

Parents are not strongly connected to the school. Leaders make attempts to connect with parents but this is largely restricted to newsletters and information notices. Some parents support students through fundraising and sports events but the school often struggles to find helpers. There is no engagement with community leaders.

Vision and values

Expectations and whole-school vision are connected to learning but are not aspirational. They are understood and enacted by most staff who explicitly share them with students. There is little impact on student learning outcomes.

High expectations for all learners

Staff promote a culture of high expectations. Teachers are developing equitable curriculum opportunities and instruction which impacts on student learning. The Aboriginal learner achievement quality matrix and action plan is defined but not consistently enacted. There is variability in how teachers monitor the impact of their actions and adjust their practice.

Culture of continuous improvement

Staff talk of a moral imperative to continue to improve to provide the best outcomes for students but this is not always transparent in teacher practice. A culture of continuous improvement is developing. Variability in teachers and leaders taking action for change dilutes the impact on student learning outcomes. Some teachers effectively engage parents and community in their child's learning, which provides opportunity for them to further support their child's learning.

Shared commitment and responsibility

Most staff display a commitment and responsibility to improve outcomes for all students. A culture of improvement is underpinned by a developing commitment to, and understanding of, expert teaching practice. Staff seek ways to motivate and engage students but the variability of approach has limited impact on student learning outcomes.

Parents connected and responsive

Parents are connected to the school but not connected to the learning as involvement is limited to fundraising and sporting activities. A few teachers are making attempts to connect parents into the learning but this is not consistent practice. Parent opinions are restricted to annual surveys. Community leaders are invited to significant events.

Vision and values

Aspirational expectations and whole-school vision are used with variance by staff and are yet to be consistently embedded. The vision and values shape decision making in the school and increasingly align with displayed behaviours. Improved learning outcomes are evident in classes where teachers explicitly use vision and values to guide their practice.

High expectations for all learners

Staff model a culture of high expectations for themselves and others. Teachers provide an equitable and culturally responsive curriculum resulting in improved outcomes in student learning. The Aboriginal learner achievement quality matrix and action plan is defined and enacted. Leaders and most teachers monitor the impact of their actions and adjust their practice. Differentiation and cross curriculum priorities and a guaranteed curriculum, are used to promote opportunities for all students to develop as effective learners.

Culture of continuous improvement

Staff have a moral imperative to continue to improve. A culture of continuous improvement is developed and is evident in the common understanding of improvement. Most teachers seek ways to improve their practice and use data, evidence and feedback to adapt their teaching. Teachers attempt to involve parents and community in their child's learning, which provides opportunities for them to further support their learning.

Shared commitment and responsibility

Staff have a shared commitment to improve outcomes for students. They understand the connection between improvement and a shared commitment to, and understanding of, expert teaching practice. Teachers deploy elements of high impact teaching strategies to motivate and engage students. Students have an understanding of where they are with their learning, resulting in improved student learning outcomes.

Parents connected and responsive

Parents are connected to the school and connected to the learning. Their feedback is sought, valued and informs decision making. Most teachers seek to involve parents and provide them with their child's learning goals. Parents and students working in effective partnership with teachers supports student learning. In classes where parents are involved, there are clear improvements in student learning outcomes. Leaders actively engage with community leaders.

Vision and values

Aspirational expectations and whole-school vision for excellence are embedded, understood and enacted by all. The vision and values shape decision making in the school and are consistent with displayed behaviours and result in measurable improved learning outcomes. Parents and community display a deep understanding of the school's vision and values.

High expectations for all learners

Staff model and promote a culture of high expectations for themselves and others. Teachers provide equitable, culturally responsive, and rigorous curriculum and instruction resulting in embedded improved outcomes in student learning. The Aboriginal learner achievement quality matrix and action plan is defined and enacted. Leaders and teachers collaboratively monitor the impact of their actions and adjust their practice. Differentiation and the authentic embedding of cross-curriculum priorities and a guaranteed curriculum are used to promote opportunities for all students to develop as effective learners.

Culture of continuous improvement

All staff have a moral imperative to continue to improve to provide the best outcomes for students. This culture of continuous improvement is articulated through a common approach to the steps for improvement with teachers and leaders taking action for change. Teachers and leaders actively involve parents and community in their child's learning, providing opportunities for them to further support their child's learning.

Shared commitment and responsibility

Staff have a shared commitment and responsibility to improve outcomes for all students. This shared culture of improvement is underpinned by a shared commitment to, and understanding of, expert teaching practice. Teachers actively seek to improve their teaching and use a range of high impact teaching strategies to motivate and engage students who have a commitment to, and understanding of, where they are with their learning. This motivates them and results in improved student learning outcomes.

Parents connected and responsive

Parents are connected to the school and connected to the learning. Teachers continually inform parents of their child's grades and learning goals. Parent feedback is routinely sought, valued and informs decision making. Parents and students working in effective partnership with teachers results in students being motivated to deliver their best and continually improve. This results in improved student learning outcomes. Community leaders have a visible presence and support teachers and student learning.

Summative comments

The school's focus on quality improvement has seen greater engagement and commitment from teachers to improve outcomes for all students. A continuous cycle of review and reflection around the impact of actions and the deep analysis of student data has led to explicit differentiated instruction to address the learning needs of students.

The Literacy Statement of Practice and the implementation of a whole-school approach to the teaching of phonics and spelling has been a catalyst for improved collaboration between teachers, and improved student outcomes. The new units of learning are providing opportunities to develop a whole-school curriculum scope and sequence of learning that is engaging and challenging students in their learning. Connecting the professional learning and professional development around the high impact teaching strategies will further enhance the collaboration and connection between the different year levels.

Students at this school are welcoming, extremely well-mannered and care for each other deeply. They are highly engaged in their learning and behave maturely and sensibly. Implementing the ESR directions with fidelity will assist the school on its improvement journey and improve outcomes for teachers and students.

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

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| Direction 1 | Consistently apply a whole-school approach to assessment, feedback and differentiation in every class for every student in every curriculum area. |
| Direction 2 | Implement a whole-school strategic approach to professional learning and professional development that provides collective and connected learning around identified high impact teaching strategies. |
| Direction 3 | 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. |

Based on the school's current performance, Tea Tree Gully Primary School will be externally reviewed again in 2025

Phil Garner
Review Officer
Review, Improvement and Accountability directorate
November 2022

QUALITY SCHOOL IMPROVEMENT PLANNING INDICATORS OF QUALITY

Evaluative prompts

Indicators of quality:

<p>Step 1 Analyse and prioritise</p>  <p>How well does the school analyse evidence from student achievement and growth data to inform relevant and high-impact goals and targets for improvement?</p>	<p>Leaders analyse student achievement data and evidence to determine goals and targets</p> <p>Goals and targets are not aspirational and realistic</p> <p>There is limited understanding of student learning needs resulting in little or no change in student outcomes</p> <p>Targets are not linked to improvement goals and student success criteria.</p>	<p>Leaders and some teachers analyse student achievement data and evidence to determine goals and targets which can be aspirational and realistic</p> <p>Some teachers display a deep understanding of student learning needs resulting in improved measurable outcomes in those classes</p> <p>Targets are mainly linked to improvement goals and student success criteria.</p>	<p>Leaders and most teachers effectively analyse multiple measures of student achievement data and evidence to determine goals and targets which are aspirational and realistic</p> <p>Most teachers display a deep understanding of student learning needs resulting in improved measurable outcomes</p> <p>Targets are explicitly linked to improvement goals and student success criteria and defined by summative data.</p>	<p>All leaders and teachers effectively analyse multiple measures of student achievement data and evidence to determine goals and targets which are aspirational and realistic</p> <p>Teachers display a deep understanding of all student learning needs resulting in embedded measurable outcomes</p> <p>Targets are explicitly linked to improvement goals and student success criteria and defined by summative data and cohort trends over time.</p>
<p>Step 2 Determine challenge of practice</p>  <p>How well does the school identify and understand the teacher practice required to achieve the improvement?</p>	<p>The challenge of practice states how improvements in teaching will improve student learning but is not evidence-based</p> <p>There is limited evidence of teachers drawing on curriculum resources to identify strengths and weakness of current practice</p> <p>There is no clear line of sight from the improvement plan to teacher practice and teachers do not connect with the plan resulting in little or no change in student achievement data.</p>	<p>The challenge of practice states how improvements in teaching will improve student learning and has some focus on curriculum delivery, pedagogy, and/or assessment practices</p> <p>The challenge of practice is refined but not evidence-based</p> <p>Some teachers draw on internal expertise to identify strengths and weakness of current practice</p> <p>There is some line of sight from the improvement plan to teacher practice resulting in some improvement in student achievement data.</p>	<p>The challenge of practice states how improvements in teaching will improve student learning and has a focus on curriculum delivery, pedagogy, and/or assessment practices</p> <p>The challenge of practice is evidence-based and refined over time</p> <p>Most teachers draw on internal and external expertise to identify strengths and weakness of current practice</p> <p>There is clear line of sight from the improvement plan to teacher practice resulting in an upward trend in student achievement data.</p>	<p>The challenge of practice explicitly states how improvements in teaching will improve student learning and has a focus on curriculum delivery, pedagogy, and/or assessment practices</p> <p>The challenge of practice is evidence-based and refined over time</p> <p>All teachers draw on internal and external expertise to identify strengths and weakness of current practice</p> <p>There is an explicit line of sight from the improvement plan to teacher practice resulting in an upward trend in student achievement data.</p>
<p>Step 3 Plan actions for improvement</p>  <p>How well does the school identify the success criteria and actions, resources and timelines to achieve improvement goals?</p>	<p>There is limited understanding that actions should be high impact, effective teaching strategies. Actions have limited impact on student outcomes</p> <p>Success criteria are not student focused.</p>	<p>Some actions include high impact effective teaching strategies to enable students to achieve the success criteria resulting in some improvement in student outcomes</p> <p>Success criteria focuses on what students will be able to know, do and understand.</p>	<p>Most actions are high impact effective teaching strategies to enable students to achieve the success criteria resulting in some improvement outcomes</p> <p>Teachers use explicit success criteria to monitor student progress against the targets and there is some adjustment of their teaching.</p>	<p>All actions include high impact effective teaching strategies to enable students to achieve the success criteria resulting in embedded improvement outcomes</p> <p>Teachers use explicit success criteria to monitor student progress against the targets and adjust their teaching accordingly.</p>
<p>Step 4 Improve practice and monitor impact</p>  <p>How effectively does the school monitor the implementation on and enhance the impact of their actions on student learning?</p>	<p>Leaders analyse student achievement data and evidence to regularly track and monitor the SIP</p> <p>There is limited evidence of teachers adjusting their practice resulting in little or no improvement, or a declining trend in student achievement data</p> <p>Leaders facilitate check-ins but these are irregular and there is limited attention to the impact of actions.</p>	<p>Leaders and teachers analyse student achievement data and evidence to regularly track and monitor the SIP</p> <p>Some teachers adjust their practice accordingly resulting in some improvement in student achievement data in those classes</p> <p>Leaders facilitate check-ins to and there is some attention to the impact of actions.</p>	<p>Leaders and teachers use formative assessment of student achievement data and evidence to regularly track and monitor the SIP</p> <p>Most teachers adjust their practice accordingly resulting in an upward trend in student achievement data in those classes</p> <p>Teachers collaboratively engage in check-ins to identify the impact of actions.</p>	<p>Leaders and teachers use formative assessment of student achievement data and evidence to regularly track and monitor student progress and adjust the SIP</p> <p>Teachers adjust their practice accordingly resulting in an upward trend in student achievement data</p> <p>Teachers collaboratively engage in 5 weekly check-ins to identify the impact of actions.</p>
<p>Step 5 Review and evaluate</p>  <p>How well does the school review and evaluate the effectiveness of its improvement planning processes and impact on student learning to inform next steps?</p>	<p>Leaders conduct an evaluation of the improvement plan with limited teacher input. This is then used to inform the next cycle</p> <p>There is no review of improvement processes</p> <p>There is limited opportunity to share success as a whole staff</p> <p>The annual report contains some data that measures the impact of the SIP.</p>	<p>Some teachers are consulted in review and evaluation of the improvement plan and leaders use this to inform the next cycle</p> <p>There is some attempt to review improvement processes as part of evaluation</p> <p>Staff celebrate success</p> <p>The annual report contains data that measures the impact of the SIP.</p>	<p>Most teachers collaboratively engage in analysis of data and evidence and this informs the next steps</p> <p>A review of improvement processes form part of the evaluation</p> <p>Staff share and celebrate success</p> <p>The annual report contains data that measures the impact of the SIP in terms of student learning progress.</p>	<p>All teachers deeply engage in analysis of data and evidence and this informs the next steps</p> <p>Staff share and celebrate successes</p> <p>The annual report contains data that measures the impact of the SIP in terms of student learning progress.</p>

