

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Wudinna Area School

Conducted in February 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 Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate and Joyce Dinan, 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
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
  - Governing Council representatives
  - Leaders
  - Parent groups
  - School Services Officers (SSOs)
  - Student groups
  - Teachers.

## School context

Wudinna Area School caters for students from reception to year 12. It is situated 567kms from the Adelaide CBD. The enrolment in 2021 is 204. Enrolment at the time of the previous review was 190. The local partnership is Central Eyre 1.

The school has an ICSEA score of 1002, and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes 3% Aboriginal students, 4% 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 10% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 6th year of tenure, a Senior Leader Primary in the 4th year of the 2nd tenure and a Senior Leader Secondary in the 4th year of the 3rd tenure.

There are 17 Teachers including 7 in the early years of their careers and 4 Step 9 Teachers.

### The previous ESR or OTE directions were:

- Direction 1**      **Raise challenge and levels of achievement through the collection and analysis of various data and evidence to monitor, track and target support for learners at the class and individual levels.**
- Direction 2**      **Build evident teacher capacity through strategic leadership actions that support and influence a whole-school culture of improvement and high expectations.**
- Direction 3**      **Strategically embed the agreed and defined pedagogical approaches that deliver 'engagement and challenge' for all learners across the school in a connected and coherent way through staff collaborative endeavour.**

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

The school has documented an agreed assessment schedule and it is evident teachers are using data to inform their planning and instruction. A central database has been established for the 2021 school year which will enable teachers to retrieve and input relevant data to more effectively inform their planning. Teachers have undertaken relevant training and case management discussions with leadership to support the analysis of data and the implications for teaching and learning. Student participation in intervention programs is aligned to student achievement data.

Teacher capacity has been built through common training and development across the school aligned to the site improvement plan (SIP). Staff have developed whole-school approaches providing Teachers with clear direction and common language with students. Teachers have had the opportunity to take the lead to support the implementation of new learning across the school.

Teachers are committed to the agreed evidence-based programs and approaches adopted by the school particularly in writing to support improvement in student learning outcomes. Staff willingly collaborate both formally and informally to support the improvement journey. The focus of the professional learning community (PLC) structure aligns to the improvement agenda.

## Lines of inquiry

### Effective school improvement planning

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

The staff at Wudinna Area School are building a collective approach to improvement, both in student achievement and building their own capacity to best support the students with whom they work. Leadership and staff use agreed datasets to inform decisions on the priorities. Targets reflect appropriate expectations for achievement. Leadership ensure there is alignment between professional learning and the priorities in the plan. Staff shared how the whole-school professional learning has collectively influenced their practice and established common language used with students. Staff and leadership discuss actions taken towards improving student achievement as part of performance conversations. There are clear expectations by leadership for staff to link school priorities to personal development plans. Statements of practice in literacy and numeracy provide staff with an understanding of expected practices across the school. Parents are informed of the progress of the plan through briefings at the governing council. Strengthening opportunities for governing council to contribute and gain a clear understanding of the improvement agenda are next steps for the school to embrace.

Teachers are involved in the process of taking decisions about the priorities of the plan. They value and are committed to the whole-school approaches. Staff understand their responsibility to implement the actions in the SIP and measuring the impact of these actions through student achievement. Leadership conduct regular case management discussions with teachers to reflect on student achievement growth and the implications for intentional teaching. Professional learning communities (PLCs) are a key structure to support the improvement agenda. Ensuring PLC meetings are prioritised and focused on the improvement agenda, is an important next step for the school to undertake. Staff shared their willingness to work collegiately providing peer support and feedback. Continuing to plan opportunities for staff to work collaboratively within teaching teams and across teams, will continue the development of collective understandings and practices. Teachers recognised the benefit of establishing appropriate timelines to consolidate the learning and embed practices consistently across the school. Strengthening processes and structures to support staff to more effectively monitor and evaluate the impact against the success criteria, both individually and collectively, will enhance the school improvement strategies and outcomes for students.

**Direction 1**     **Develop effective processes for staff to collectively monitor the impact of the plan through engaging in the implementation cycle as measured by the success criteria.**

## Effective teaching and student learning

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction?

There are processes in place to track, monitor and analyse student achievement data including the use of case management meetings. The school has just established a school-wide database inclusive of agreed data sets which will support teachers to more effectively track and monitor student achievement in an ongoing way. Analysis of data is informing staff discussions and decisions made at different levels – whole-school, class and individual – in relation to improvement. Teachers are working with an agreed assessment schedule and use a range of strategies for assessment of student learning, both whole-school approaches and individual. Teachers discussed their use of data to inform teaching at a class level, for example, grouping students to target the learning. There were some examples of how data is shared with students. There was evidence from teachers and students of how they use feedback to set individual learning goals. There were examples of parents being aware of their child's learning goals. Strengthening the explicitness of this work will enhance students' abilities to identify their next steps in learning. Continuing to develop teacher capacity to effectively analyse data to inform differentiated planning and instruction will optimise learning for all students.

Parents value the information they receive through the formal reporting processes. They value teachers' willingness to meet with them about their children's progress upon request. Students understand that effective feedback is important for their learning. Timely feedback, which is process focused, is regularly provided by teachers to students. Teachers value the work they have undertaken in moderating student work samples, particularly in writing using Brightpath. This work is developing common understandings and consistent judgement of student work. The use of learning intentions and success criteria is an embedded practice across the school and students talked about how this supports them in their learning. Students have opportunities to assess work of their peers and provide feedback scaffolded through the use of the success criteria. Teachers shared examples of strategies they are using, such as rubrics, to support student understanding of expectations for the task and indicators of what an 'A' looks like. Further development of common understandings and practices to support consistent judgement in both formative and summative assessment by teachers will strengthen this work.

**Direction 2     Strengthen collective practices in the effective use of achievement and feedback to differentiate curriculum learning and instruction.**

## Conditions for effective student learning

To what extent does the school promote a culture of learning with high expectations of achievement for all learners?

Teachers and leadership are committed to strengthening practices and implementing whole-school initiatives to support students effectively. A culture of collaboration and focus on learning is evident across the staff. They value the opportunity to undertake professional learning and understand it is aligned to the SIP priorities. Staff are willing to take on new challenges and innovation in their teaching practice. They are clearly integral to decisions taken and are keen to learn from each other. Opportunities for peer observations by teachers have taken place. Staff have valued this process. Teachers clearly articulated how the focused work in writing has changed their practice and brought about increased consistency in their approach and common language across the school. Teachers willingly take the lead in learning both on school initiatives and in some partnership workshops. Statements of practice for literacy and numeracy are in place. All stakeholders value productive working relationships between school, home and community. Partnerships with the community and businesses exist to enhance learning in the local context. Leadership have clear expectations and measures of accountability in relation to the expected practices.

When asked about challenge in their learning, students believe this is mostly at an appropriate level. Responses varied, with students also stating they are looking for further challenges. They understand that 'struggle' in learning is important for their growth. The school has developed a whole-school approach to planning with a focus on task design. Teachers talked about the use of task design to support differentiation, yet there was variance in the depth of understanding and practice with students. Staff are sharing strategies and practice, building an increasing understanding of each other's work and a consistency of practice through PLC. Deepening these collegiate discussions towards authentic critical collaboration will continue to strengthen this work. Continuing to build on existing practices with a focus on strengthening effective task design and optimising learning, are next steps which the school is well-placed to take.

**Direction 3      Develop common practices and understandings of effective task design, inclusive of rigour, supported by critical collaboration in PLCs.**

# Outcomes of the External School Review 2021

There is a positive culture across the school focused on learning and improvement. Teachers share their knowledge and willingly collaborate to provide meaningful learning for their students. Strong community links have been established both to support the learning in the school and in the community.

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

- Direction 1**    **Develop effective processes for staff to collectively monitor the impact of the plan through engaging in the implementation cycle as measured by the success criteria.**
- Direction 2**    **Strengthen collective practices in the effective use of achievement and feedback data to differentiate curriculum learning and instruction.**
- Direction 3**    **Develop common practices and understandings of effective task design, inclusive of rigour, supported by critical collaboration in PLCs.**

Based on the school's current performance, Wudinna Area School will be externally reviewed again in 2024.



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Danielle Chadwick  
Acting Director  
Review, Improvement and Accountability



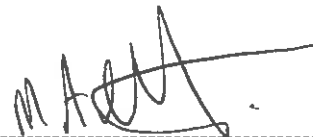
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Anne Millard  
Executive Director  
Partnerships, Schools and Preschools



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Ned Loades  
Principal  
Wudinna Area School



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Governing Council Chairperson  
M.A. Lister

# 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 68% of year 1 and 60% of year 2 students demonstrated the expected achievement against the SEA.

Between 2017 and 2019 the trend for year 2 has been downwards from 73% to 60%.

In 2019 the reading results, as measured by NAPLAN, indicate that 79% of year 3 students, 83% of year 5 students, 93% of year 7 students and 56% of year 9 students demonstrated the expected achievement against the SEA. For years 3, 5 and 9 this result represents a decline from the historic baseline average. For year 7 this result represents an improvement from the historic baseline average.

Between 2017 and 2019 the trend for year 3 has been downwards from 88% to 79%. For year 7 the trend has been upwards from 80% to 93%.

For 2019 year 3, 5, 7 and 9 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2019 46% of year 3, 33% of year 5, 13% of year 7 and 22% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents a decline from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading 40% or 4 out of 10 students from year 3 remain in the upper bands at year 5, 33% or 2 out of 6 students from year 3 remain in the upper bands at year 7, 40% or 4 out of 10 students from year 3 remain in the upper bands at year 9.

### Numeracy

In 2019 the numeracy results, as measured by NAPLAN, indicate that 71% of year 3 students, 83% of year 5 students, 100% of year 7 students and 94% of year 9 students demonstrated the expected achievement against the SEA. For year 3 this result represents a decline from the historic baseline average. For year 5 this result represents little or no change from the historic baseline average. For years 7 and 9 this result represents an improvement from the historic baseline average.

Between 2017 and 2019 the trend for years 3 and 5 has seen a decline from 100% to 71% for year 3 and from 100% to 83% for year 5. For years 7 and 9 the trend has been upwards, from 85% to 100% for year 7 and 70% to 94% for year 9.

For 2019 year 3, 5 and 7 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools. For year 9 the school is achieving results higher than similar groups across government schools.

In 2019 25% of year 3, 13% of year 5, 33% of year 7 and 22% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents a decline from the historic baseline average.

Between 2017 and 2019 the trend for year 9 has been downwards from 40% to 22%.



For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 43% or 3 out of 7 students from year 3 remain in the upper bands at year 5, 67% or 2 out of 3 students from year 3 remain in the upper bands at year 7, 67% or 2 out of 3 students from year 3 remain in the upper bands at year 9.

## **SACE**

In terms of SACE completion in 2019 100% of students enrolled in February and 100% of those enrolled in October, who had the potential to complete their SACE did go on to successfully achieve SACE. This result for October SACE completion represents little or no change from the historic baseline average.

For compulsory SACE Stage 1 and 2 subjects in 2019 100% of students successfully completed their Stage 1 Personal Learning Plan, 100% of students successfully completed their Stage 1 literacy units, 100% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2019, 100% of grades achieved were at 'C-' level or higher, 8% of grades were at an 'A' level and 85% of grades were at an 'B' level. This result represents little or no change for the 'C-' level or higher grade, a decline for the 'A' level grade and an improvement for the 'B' level grade from the historic baseline averages.

33% of students completed SACE using VET and there were no students enrolled in the Flexible Learning Options (FLO) program in 2019.

In terms of 2019 tertiary entrance 100% or 3 out of 3 potential students achieved an ATAR or TAFE SA selection score. There were also 0 students who were successful in achieving a merit.

In 2019 the school had a moderation adjustment of -1.