

Partnerships, Schools and Preschools

# External School Review

**Port Noarlunga Primary School  
School Summary Report  
September 2022**



## 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

Marie Wright	Principal
Linda Olifent	Education Director
Simon Harding	Review Officer

### Review team

Simon Harding	Review Officer
Phil Garner	Review Principal

### Post review meeting participants

Marie Wright	Principal
Linda Olifent	Education Director
Simon Harding	Review Officer

## Process

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

- Principal/leadership focused walkthrough
- Leadership team discussion
- School Services Officer (SSO) forum – 9 SSOs
- Variety of teacher forums – 20 teaching staff
- Student forums – 31 students
- Class visits
- Governing Council forum with 7 members
- Parent forums
- Review Officer ran staff meeting with focus on the ESR framework and 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 placed a high level of importance on building common core goals and values across the school community. The directions have underpinned the improvement work. Statements of alignment in literacy and numeracy support common approaches. Actions taken included the whole-school implementation of learning intentions and success criteria, the use of data walls, deprivatising practice and 'bump it up' walls for students to know how to improve their work. Teachers shared strategies they use to provide feedback for students to inform next steps.

Teachers worked to improve data literacy across all aspects of learning. This was supported through a central database; an agreed assessment schedule has been developed and regular whole-school reflection and planning opportunities. The strengthening of a team culture focused on improving practice has supported implementation. It is evident that students are at the centre of all decisions taken across the school.

Teachers are using data to target the learning to support students' learning needs. There was evidence of how teachers are working towards differentiating the learning. Professional learning and modelling of effective practices have been provided. Student success is celebrated and learning goal setting occurs across the school.

### 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

- There is a clear assessment agreement which teachers are using to collect data to inform planning.
- Teachers are using data to identify student progress to inform planning, individualise and target the learning for individuals and to group students for reading and math's in some areas of the school.
- There is consistent use of literacy practices (including Soundwaves) across the school, however students commented they are seeking increased challenge in literacy.
- Teachers could articulate how they were working towards extending students.
- Brightpath processes are valued by teachers and are informing future planning to best meet the needs of students in writing. Supporting students to develop their knowledge of their next steps in learning and using the scaffolds provided more effectively for self-assessment can be strengthened.
- There are a range of processes and confidence in providing opportunities for students to self and peer assess. How could quality practice be shared across the school more effectively?
- While there are examples of teachers sharing data with their students, there is an opportunity to build consistent practice across the school to assist students to know where they are at and how to improve.
- There is some good practice by teachers in providing ongoing information to parents about student progress.
- Parents stated teachers are very approachable to gain further clarification about the progress of their child. There was particular reference to children with special needs. Some stated that while the written reports have improved, but still contain education jargon and to some extent are generic.
- While teachers have been involved in moderation tasks over time, they are looking for further opportunities to build consistent judgement across the school. There are examples where teachers are doing this informally with colleagues.
- The school has developed, and teachers are using, clear documents which sequence learning in some learning areas, outlining the progression of learning.
- Teachers are regularly using learning intentions and success criteria to support students in their learning. What are the opportunities for teachers to collectively reflect and measure impact of this work?
- Leaders are supporting the development of effective feedback strategies through professional learning and resources for teachers. Teachers talked about how they use formative feedback strategies with students.
- There are a range of processes used across the school to develop learning goals for/with students using this information. How are these approaches shared across the school?

#### Potential next steps

- Strengthening the opportunities for students to self and peer assess their learning.
- Strengthening opportunities for teachers to share quality practice related to student goal setting.
- Continuing to strengthen formative feedback processes with students.
- Strengthening opportunities for effective moderation processes to enhance consistency of judgement.
- Strengthening processes where data is shared with students to inform next steps.

**Direction 1 Strengthen consistency of judgement through effective moderation processes and deepening critical collaboration across the staff.**



# 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 supports 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: To what extent is leadership capability developed across the school to monitor and improve student learning?

#### Strengths and challenges

- Leaders and teachers work collaboratively, and processes are transparent. High levels of consultation between leadership and staff are evident. Teachers are invited to be actively involved in decision making through committees and policy development.
- Whole-school data is available for all to engage with through an electronic data base, displays and data walls in the school.
- Student achievement is celebrated in a variety of ways.
- Early Career Teachers are assigned a mentor and experienced teachers have been offered professional development in mentoring. Formalising how mentoring occurs, and evaluating its impact, will strengthen this practice.
- Leadership identifies expertise of teachers for others to consult on a as needs basis – both intentional and informal. Teachers quite often talked about seeking out others as happening informally and on a as needs basis.
- The school has created a leadership position with a curriculum and mentoring focus. This is highly valued by staff. Feedback from observations is targeted and identifies next steps.
- Teachers are seeking opportunities to observe and provide feedback for each other to improve practice.
- Year level teams are strong, and discussions are highly valued and support the development of consistency of practice within teams. There is a willingness by many teachers to make time for collective planning and programming and sharing of practice.
- Teachers have valued opportunities where sharing of practice has occurred across the school to improve outcomes for students. Continuing to build on this with a line of sight on the success criteria and challenges of practice in the priority areas of the site improvement plan (SIP) is an opportunity.
- Leaders lead by example and often model high-quality practice in the classroom.
- Professional learning is aligned with SIP priorities and supports the individual needs of teachers often led by leadership.
- SIP priorities are aligned to school performance evidence and areas the school has identified collectively to improve. There are clear processes and structures for teachers to have input and ongoing feedback into the development monitoring of the SIP. There are high levels of ownership across the staff of the site priorities.
- The teams structure allows for formal and informal professional learning opportunities. Teachers have also used this time as a platform to innovate and change practice to support improvement in student learning.
- Staff have a high level of respect for the principal whose knowledge of every child and staff member, aiming to provide the best learning outcomes for students.
- Teachers are continuing to strengthen a collective responsibility for the students to offer a quality learning program. SSOs really value the chance to attend professional learning and staff meetings.

#### Potential next steps

- Strengthening processes which support opportunities for staff to effectively mentor and coach their peers
- Continuing to strengthen the opportunity for staff to critically collaborate to improve practice and learning outcomes for students
- Strengthening processes which evaluate the effectiveness of using expertise to impact positively on classroom practice
- Embed a culture of collective responsibility for the learning of all students

**Direction 2     Strengthen processes which support ongoing mentoring and coaching across the school to develop leadership capability across the school.**



# QUALITY LEADERSHIP

## Building leadership capability: Indicators of quality

### Indicators of quality:

#### Collaborative processes

Opportunities to contribute to improvement and innovation are limited to the core leadership team. There is no systematic approach to identify and develop new and aspiring leaders which reduces opportunity and impact on student learning outcomes. Leaders do not ensure delivery of a guaranteed, viable curriculum nor do they evaluate their impact on student learning.

#### Collaborative processes

Leaders aim for collaborative leadership allowing everyone to contribute to improvement and innovation. A developing cycle of formal and informal professional learning exists but is dependent on the individual leaders to seek feedback and reflection to build their capability. This reduces their ability to ensure a guaranteed, viable curriculum is fully delivered which impacts on student learning. Leaders use limited evidence to evaluate the effects of their collaboration on student learning.

#### Collaborative processes

Leaders have established collaborative leadership and seek opportunities for everyone to contribute to improvement and innovation. They seek opportunities to assist new leaders hone and apply their skills. A cycle of formal and informal professional learning, reflection and feedback and collaboration builds leaders capability to deliver a guaranteed, viable curriculum which positively impacts on student learning. Leaders are increasingly using evidence to evaluate the effects of their collaboration on student learning.

#### Collaborative processes

Leaders have embedded collaborative leadership allowing everyone to contribute to improvement and innovation. They leverage leadership which creates equitable opportunities for career advancement, facilitate school improvement and enable leaders to fully apply their expertise for student success. A documented cycle of formal and informal professional learning, reflection and feedback and collaboration builds leaders capability to ensure delivery of a guaranteed, viable curriculum and positively impact on student learning. Leaders collect a range of evidence to evaluate the effects of their collaboration on student learning.

#### Professional learning

Leaders have not developed a culture of continuous improvement and make decisions that are not evidence-based or data driven. Leaders adopt a trial and error approach to leadership with little reflection on their impact on student learning. Professional learning is limited to one-off events and rarely linked to the SIP and performance discussions therefore reducing opportunities for leaders to work with teachers to improve student learning outcomes.

#### Professional learning

Leaders are developing a culture of continuous improvement, based on evidence and research. Professional learning is tailored to meet learner needs but these are one-off events which sometimes connect with the SIP and performance conversations. Short-term democratically elected leadership roles are not supported therefore leaders have limited opportunity to strengthen their skills which reduces their impact on student learning outcomes.

#### Professional learning

Leaders build a culture of continuous improvement, based on evidence and research. Targeted professional learning is tailored to learner needs and is linked to the SIP and performance conversations and positively impact on student learning outcomes. Informal professional learning is gradual and responsive in nature and not systemically planned allowing leaders flexibility to target areas of need.

#### Professional learning

Leaders have embedded a culture of continuous improvement, based on evidence and research. Structured and unstructured professional learning is tailored to build capacity and capability of leaders to lead the learning across the school. Professional learning is designed to meet learner needs and is explicitly linked to the SIP and performance discussions, and results in measurable improvement in student learning outcomes. Leaders have embedded structured opportunities for reciprocal sharing between practicing and aspiring leaders outside of their school.

#### Cohesive and collective responsibility

Leaders predominantly see the learning of students to be teachers' responsibility. Leader practice has limited influence on classroom practice. Teachers do not have collective responsibility of all students as ownership is limited to a class level. This lack of cohesion impacts on students as they move through the year groups and negatively impacts on student learning outcomes.

#### Cohesive and collective responsibility

Leaders share a collective responsibility for the learning of all students. A developing cohesive approach allows the sharing of practice which is beginning to influence the practice of others. Teachers are building collective responsibility for all students within their sector of schooling but there is no whole-school collective ownership which impacts on student learning outcomes.

#### Cohesive and collective responsibility

Leaders share a collective responsibility for the learning of all students. Most leaders share their practice and influence others, resulting in improved student outcomes. Systems are in place to support all leaders develop this practice. Teachers have collective responsibility to deliver a guaranteed, viable curriculum to increase student learning outcomes. Distributed leadership enables teachers to utilise their expertise with others resulting in improved student outcomes.

#### Cohesive and collective responsibility

A collective responsibility for the learning of all students is embedded. Each leader's practice influences the practice of others and students benefit from the best practice of every leader. Teachers and SSOs have collective responsibility to effectively deliver a guaranteed and viable curriculum and have a moral imperative to increase student learning outcomes. Distributed leadership enables teachers to utilise their expertise with others and directly influence classroom practice resulting in improved student outcomes.

#### Mentoring and coaching

Leaders do not have a mentor assigned and a self-directed trial and error approach has developed. Aspiring, effective teachers are reluctant to take on leadership roles which impacts on student learning outcomes.

#### Mentoring and coaching

Leaders are assigned mentors but without structures and processes, limiting opportunities to elevate this practice. Middle leaders and aspiring teachers undertake various leadership roles but the unstructured approach to leadership development restricts opportunities to develop their leadership skills. This restricts their impact on student learning outcomes.

#### Mentoring and coaching

Leaders are developing a mentoring and coaching culture at all levels across the school. Mentor guided leadership and feedback supports leaders to refine their practice. Middle leaders and aspiring teachers undertake various leadership roles to leverage and develop their practice that impacts on student learning outcomes.

#### Mentoring and coaching

Leaders have embedded a mentoring and coaching culture at all levels across the school. There is a system of peer review and feedback in place. Middle leaders and aspiring teachers undertake various leadership roles to leverage and develop their practice that impacts positively on student learning outcomes.

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

- Leadership nurtures a culture where high expectations are valued for both staff and students.
- There are examples of students setting learning goals to work towards. Continuing to strengthen this work and consistently sharing with parents is an opportunity.
- Differentiation was evident in student work through class visits. There were examples where students could state that learning is targeted to best meet their needs (this is inclusive of specialist teachers.)
- Leaders and teachers are monitoring the impact of their actions aligned with the Site improvement plan. They are working towards effectively adjusting learning to meet the students' learning needs.
- The year level team structure is valued by staff and they regularly use meeting time to discuss improvement of practice.
- A culture has been established, and is modelled by leadership, of the need to be on a continuous improvement journey across the school. An opportunity exists to continue to strengthen the consistency across teams.
- Vision and values are evident across the school and the culture of the learning. Students understand the values.
- There are aspirational expectations for student learning, inclusive of the goals in the SIP.
- School performance evidence demonstrates generally high levels of SEA achievement particularly in reading.
- School is focused on increasing the number of students achieving in the higher bands in both reading and numeracy.
- School performance evidence in reading is generally showing upward trends.
- While numeracy SEA achievement is reasonably strong, there is variability in outcomes over time.
- The Aboriginal learner achievement matrix and action plan is defined and enacted.
- There is a mutual respect across the school community and good levels of inclusivity.
- Staff have a shared commitment to improve outcomes for students. There is an understanding of the connection between improvement and shared commitment/responsibility particularly within teaching teams. Opportunity to strengthen this work across teams.
- Transition processes from kindergarten are highly regarded by parents and the school provides a nurturing environment for a strong start to school.
- Parents stated that there are opportunities to provide feedback, and this is valued and informs decision making.
- School is working towards creating partnerships in learning with parents to improve outcomes for students.
- School looks for ways to celebrate student achievement both at and beyond the school.

### Potential next steps

- Strengthen approaches to differentiate learning for all students to develop as effective learners.
- Continuing to strengthen the connections with parents which support improved outcomes for students.

**Direction 3 Strengthen common understandings and ensure approaches to differentiated learning are enacted to enable all students to develop as effective learners.**





# 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

It is evident that learning is at the centre of the work at Port Noarlunga Primary School. Teachers are committed to the students and providing quality learning. They value opportunities to plan and collaborate with colleagues to build their capacity. Students are keen to be stretched and challenged in their learning.

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

- Direction 1**     **Strengthen consistency of judgement through effective moderation processes and deepening critical collaboration across the staff.**
- Direction 2**     **Strengthen processes which support ongoing mentoring and coaching across the school to develop leadership capability across the school.**
- Direction 3**     **Strengthen common understandings and ensure approaches to differentiated learning are enacted to enable all students to develop as effective learners.**






Based on current performance, Port Noarlunga Primary School will be externally reviewed again in 2025.

**Simon Harding**  
Review Officer  
Review, Improvement and Accountability directorate  
September 2022

# QUALITY SCHOOL IMPROVEMENT PLANNING INDICATORS OF QUALITY

## Evaluative prompts

## Indicators of quality:

	Indicators of quality:			
<p><b>Step 1 Analyse and prioritise</b></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><b>Step 2 Determine challenge of practice</b></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><b>Step 3 Plan actions for improvement</b></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><b>Step 4 Improve practice and monitor impact</b></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><b>Step 5 Review and evaluate</b></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>

