

## **School Evaluation September 2015**

The annual evaluation examined the school's achievements in the areas of:

- Learning
- Teaching
- Wellbeing
- Leading

The Evaluation team included the following:

**School Executive:** Eve Field (Principal); Lesley Doran (DP Curriculum); Victoria Sturman (DP Wellbeing); Sarah Williams (DP Instructional Leader EAfS)

**Teaching staff:** Nicole Hensler, Kylie Pinchen, Erin Humphrey

**Non-Teaching staff:** Melissa Allen, Kim Faalua

**Parents:** Kylie Sams, Kate Moss

**AECG:** Sonia Sharpe (President AECG)

### **METHODOLOGY**

Interviews, focus groups, forums, observations, surveys, assessment data, matrix and document analysis were used for the Evaluation

#### ***Interview, focus groups and forums***

Questions for these were developed by the school evaluation team. Teaching and non-teaching Staff members were interviewed individually. Children from across all stages were interviewed in focus groups. Phone interviews were held with parents. Parents attended a parent Forum, were they were able to discuss and give input in relation to 8 statements.

#### ***Observations***

The evaluation team participated in 10 classroom observations

#### ***Surveys***

#### ***Tell them From Me (Student, teacher and parent)***

#### ***Data and Document analysis***

Data and Documents analysed included Kurri Kurri PS School Plan 2015-2017, 2014 School Evaluation report; Classroom Teacher programs; behaviour and attendance data; mentoring and peer mediation data; Assessment data including continuum levels, Reading recovery levels; Intensive Reading post and pre assessment; Quicksmart post and pre- assessment; Speech Program data; L3 data; NAPLAN data; 3 Way interview attendance data; GATS, Aboriginal Education and Community engagement matrix; Transition matrix; math pre and post test data

## **Learning**

### **Achievements**

Staff had strong professional learning and are implementing in classrooms; impact on teacher learning and student outcomes

Scholar learning goals are being implemented in majority of classrooms, and are understood by students

Program initiatives are being implemented

Data is showing strong improvement K-2

Print rich environments across the school

Evidence that a majority of parents are interested in their children's learning, attend 3 way conferences etc.

Children are positive about their learning, and like a challenge

Role of Instructional Leader in school has been very effective

Consistency of data tracking across the school

Scholars could identify that teachers are learning, and that RFF time is learning time

Scholar/teacher conferences valued by scholars

Reports comprehensive

Student's perception of the quality of teaching they receive, their effort in work are very high

TTFM survey indicates percentage of students showing signs of disengagement well below NSW PS norms

## **Issues**

Communication to parents about programs – support, extra - curricular

Communication about assessment to parents, including NAPLAN

Consistency of Teacher Judgement – continue to develop

Children would like more computer access

Casual teacher impact on class routine and learning

Daily Five/L3 – should not be busy work

Effectiveness of current staff meeting/professional learning meetings

Correlating AMLC with the continuum

Continue implementation of personal learning goals – understanding and use – Ninjas

Homework completion is inconsistent across the school population, and is well below NSW PS norms according to the TTFM survey

## **Conclusions**

Instructional Leadership in present form is very effective, and model would be valuable for 3-6 as well

Programs are thorough, and can be improved by being more refined for daily use

Children are developing ownership of learning through focus on learning intentions and talking about their learning with teachers and parents

Classrooms reflect students learning intentions and progress in learning

Teachers recognise that continuum use and data tracking is part of their role, and are increasing their learning, familiarity and confidence in making judgements about children's learning against the continuum

Children are mainly very positive about their learning and engagement is high across socio-economic levels

Communication to parents regarding teaching and learning programs and assessment can continue to improve

The model of Staff professional learning within the school can be more effective in meeting learning needs of particular staff groups

School reporting is seen as effective

Homework practices for families need review

## **RECOMMENDATIONS**

1. Continuation and expansion of the Instructional leadership model and data recording and review K-6 (2016 focus on Year 3 teachers and scholars)
2. Development of systems for data walls K-6, to enable CTJ and professional dialogue on scholar progress
3. Continuation of scholar/teacher conferences, and systemization of tracking of students between conferences by teachers
4. Development of a 'study group' professional learning approach, with links to Learning Design - Google Classroom and other technologies
5. Systemize communication to parents when their children are to access support programs, and ensure records of communication are maintained
6. Conduct a review of homework expectations and policy with the school community, including external review personnel

## **Teaching**

### **Achievements**

Significant decrease in lower clusters K-2

Learning goals are evident in most classrooms and children can articulate their goals (esp. K-2)

Print rich environments abundant

Explicit teaching evident

Feedback focussed on learning intentions

Teachers have good rapport with students

Programs very comprehensive

Positive response by parents to specialised programs e.g. GATS Quick smart, RR

Inclusive classrooms

Technology being used meaningfully in classes

Children have access to all KLAs, and extra-curricular programs

Children like seeing their work in rooms (artwork)

AMLC has had a positive impact on scholar and teacher learning, and on writing, including children's attitude to writing

### **Issue**

Communication around school programs

HSIE and Science – time to teach, extension for GATS

Amount of children out at other programs at any one time

Parents would like to know when CT is away

Communicate to parents about what professional learning teachers are engaged in and why

Language used in WALTs need to be meaningful to scholars

Teachers need to 'let go' of some traditional aspects of teaching to support 21<sup>st</sup> Century learning

Teachers need to better see the links between AMLC and syllabus

### **Conclusions**

There is a consistency across classrooms in establishing a print rich environment that has meaning to students

Teaching is explicit, and feedback is becoming more consistently aligned with lesson and learning intentions

There is generally a strong rapport between scholars and teachers

Technology is used effectively as a tool to support learning across the school

The issue of teacher absence and quality of learning while the teacher is absent continues to be of concern to all groups.

Communication to both staff and parents regarding the nature and benefits of any professional learning staff engage in would help promote the school as a learning community

Current programs in the school are seen as effective i.e. L3, AMLC, TEN

Sustainability of programs in terms of teacher learning and movement must be considered

Concern exists around effective use of time for teachers in order to implement all aspects of the syllabus

### **RECOMMENDATIONS**

7. Planned Teaching and Learning Handbook needs completion to support consistent teaching practice including in the event of teacher absence
8. Employment of a SAS staff member specifically to perform administrative tasks related to the teacher role but which take teacher time and focus away from teaching i.e. resource acquisition and preparation, excursion preparation, making appointments
9. AMLC extended to Year 1 to support sustainability of literacy programs to ensure staff maintain professional knowledge of key pedagogy across grades (L3 ES1 only)
10. Teachers maintain their effective quality teaching practices in terms of explicit learning intentions, focused feedback and print rich learning environments

### **Wellbeing**

#### **Achievements**

All classrooms display wellbeing/behaviour management expectations – PBL 123 Magic

Variety of classroom experiences/opportunity

Aboriginal Education – very positive about Brospeak, Sistaspeak, Mighty Burras

Playground equipment

Attractive classroom environments

PBL evident in programs, PBL focus

Good news letters/SMS messages substantially increased this year

Classrooms have reward systems in place to acknowledge positive attitudes to learning and behaviour

Children like coming to see friends, see teachers and learn

### **Issues**

Attendance is 92% - ok but still could improve to state level of 94%

Hygiene issues

Gender neutral Mother and Father Day activities

Bullying not seen as always fully investigated

PBL not fully understood by parents

SENTRAL recording and follow up

School spaces, limitations

Disruptive children in classes are seen by other children as taking up the teacher's time

TTFM survey results saw improvements from Term 1 2014 to Term 1 2015 in a number of areas, but some reductions in performance in some areas from Term 1 to Term 3

### **Conclusions**

Classes are consistent in expectations for behaviour, and strategies for supporting those expectations

The school offers a variety of experiences and opportunities to meet the interests of all students

Aboriginal Education is well supported in the school, and continues to be developed

The majority of children like coming to school for both social and academic reasons

Positive notifications have substantially increased this year

Attendance overall is satisfactory, but remains below state average

Parents need more information on PBL and also the anti-bullying policy

Children do not like other students disrupting classroom learning, showing a majority valuing of learning

### **RECOMMENDATIONS**

11. Extend promotion and visibility of PBL and Kids Matter to the school community
12. Promote and publicise the attendance level each term, with celebrations of improvement
13. Review the school's anti-bullying policy and programs and revise as needed.
14. Ensure parents are aware of the anti-bullying policy and programs
15. Continue PBL practices that identify behaviours of concern and acknowledge expected positive behaviours for learning
16. Implement TTFM survey once a year only
17. All staff continue to have Mindfulness Fundamentals set as a mandatory online course

### **Leading**

#### **Achievements**

Many opportunities for scholars in a range of KLA/GATS areas

Awards systems are valued by students

Staff is happy and work well together

PL requests are fulfilled

Communication improved with SMS, Schoolbag app, newsletters, electronic sign, and email

Introduction of parent portal is good

Community events & partners is being increased

### **Issues**

Not all programs and achievements of the school are known/acknowledged by community

Community liaison time is very stretched to promote the school as well as organisation of events

Systems of communicating professional learning to other staff

Requests for School Facebook page

Staff taking initiative in implementing and communicating learning to others – ensure they follow systems and don't wait to be told/reminded – standards

Parent portal is often hard to access

Too much money being asked with also not enough notice

Transition between infants and primary (writing books)

Handover practices from year to year- academic, social, health

Communication by P&C of how their funding is spent in the school

Availability of AP when needed for discipline

### **Conclusions**

Staff is both cohesive and collegial

Staff is supported by executive professionally and personally

Communication with parents takes a number of different forms to reach all parents.

There is a need to promote the achievements of the school more intensively to parents and the community, and to find alternate means of gaining recognition for school successes

The school needs to continue to balance demands for money for excursions and special programs across terms and stages

Clear transition processes are needed to support student movement between classes from one year to the next

Promoting the Teaching Standards with staff is important, and includes initiative in following regularly applied school policies and systems without prompting from Executive staff

### **RECOMMENDATIONS**

- 18.** Extend employment of Community Liaison Officer to full time to promote the work of the school across the school and local community.
- 19.** Staff professional development frameworks continue to be implemented, with a process of ongoing dialogue with supervisors about performance related to Australian Professional Standards for Teachers
- 20.** Through consensus of staff and P&C, there will be a time period established for student activities to be proposed and approved, to ensure that there is no overloading of commitments of staff and parents.
- 21.** The focus on 2016 is expanding excellence in current programs, with all staff knowing their key roles and responsibilities during the year, enabling self- efficacy within their work.