External School Review

Christie Downs Primary School

Final School Summary Report

May 2023

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

Gail Evans	Principal
Linda Olifent	Education Director
Jacinta Poskey	Principal Consultant
David Cowles	Review Officer

Review team

David Cowles	Review Officer
Nikki Takos	Review Principal

Post review meeting participants

Gail Evans	Principal
Jacinta Poskey	Principal Consultant
Stan Hagias	Education Director
David Cowles	Review Officer

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 3 members
- 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 School Improvement Plan (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 October 2019

The school has engaged with the previous ESR directions and has worked hard to implement several initiatives. They are deepening and embedding the use of data for intentional teaching by creating a site data collection schedule and using a range of different evidence-based data sets to inform planning and the next steps in learning. Teachers are released for half a day for data analysis and co-planning with a focus on catering for the individual needs of the child and providing opportunities for further stretch in student learning. One Plan goals are set in consultation with families and students and where possible co-construction of learning intentions and success criteria with students takes place in classrooms.

The school is implementing consistent, sustainable and quality differentiated teaching practices that provide engagement for all students with an emphasis on higher band potential. They are doing this by using visuals consistently across the site, including bump it up walls showing students where they are currently achieving with their learning and what they need to do next to progress further. Students have their own learning goals in maths, writing and reading. They are known to them and through conferences with their teacher the goals are monitored and tracked. Students are assessed using a differentiated approach to allow them to demonstrate their learning in a variety of different ways. Some have their own highly skilled teaching work box, that has been individually created by their teacher based on the needs of individual student goals.

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

- Phonics screening results improved from 17% and 30% in 2019/20 to 67% in 2021 and 50% in 2022. NAPLAN SEA reading results have been saw-toothed in recent years in year's 3 and 5 (Yr 3 52% in 20219, 63% in 2021 and 42% in 2022 and Yr. 5 26% in 2019, 71% in 2022 and 42% in 2022). Yr. 3 HB reading has been maintained in mid-20% range for last 3 years. There has been a sharp decline in maths SEA in Yr. 3 (65% in 2019, 50% in 2021 and 16% in 2022) with saw-toothed results in Yr. 5 (37% in 2019, 43% in 2021 and 21% in 2022.) with falls in HB Yr. 3 for 3 straight years (17% 2019, 6% 2021, 0% 2022.)
- The leadership team and staff use a variety of data to set SIP targets and all staff work collaboratively to monitor the actions against the SIP. There are frequent check ins throughout the year including updating of student data walls as a staff.
- On the leadership walkthrough the principal talked about how the leadership team is reviewing the SIP through a 50-day agile process (Breakspear) to track progress of actions against the SIP. This is displayed in the staffroom for reference.
- SSO's use a record book that contain student goals and record anecdotal notes to track progress against goals. These are complimented through using formative assessments such as exit slips and check and act strategies informing next steps.
- Teachers confirmed that they are at the start of their learning journey with maths. They are using the DfE units of work to map out the curriculum as a team and are trialing pre and post assessment tools from the DfE units to inform their planning.
- Data walls are seen as useful by teachers as they are visual, and they can talk to other teachers whose students were in similar year levels. In terms 1 and 3 there's whole site moderation in Brightpath and data walls are adjusted to track progress.
- DU students all had learning goals and schedules and they talked to the review team (some with SSO support) about how they are progressing with their goals. They shared the contents of their HIT boxes and explained how they help with their learning.
- Students reported that they could improve their reading by reading more, following their goals, using WRI strategies, reading after lunch and using Fred Talk to sound words, out as part of the RWI strategy.
- Students could articulate their learning goals, the success criteria and the stretch component. They said if they needed help with a challenge, they could talk to their partner, ask the teacher/ SSO or go back to their success criteria to check.
- Students said that having a goal to improve their reading also came with strategies to help achieve this goal. This was helpful for them in improving their reading and these goals and strategies were sighted as part of class walkthroughs.
- When asked if they get opportunities to explain their thinking in maths students were not sure but one said that they can explain their thinking in maths by splitting the strategy in their head to make sense of it.
- Teachers confirmed that they have co-planning time where they bring along their student data and analyse together (eg Brightpath Reading or WRI), which helps to inform them of their next steps in planning and teaching.
- Teachers reported they ensure their programmes are linked to AC by using literacy units of work as a starting point, then co-plan with other colleague(s) to ensure they are catering for their students (low, middle, high). This was sighted on the review.
- Parents explained that they are kept informed of their child's progress through notes from the class teacher or on Seesaw. They said they are 100% sure that their child's recognized needs are being met and that the principal and the staff work with them to do everything they can to support them. They confirmed that there was good connection between home and school.
- DU teachers talked about how they use the SSO record books, photographic/video evidence, written samples/anecdotal progress notes to moderate against ABLES levels. They then get to co-plan together and map out future learning.
- The DU is using ABLES to set goals and set individual student targets. There was also opportunity to look at data sets in staff meeting through the student data walls. However, maths data sets are currently limited to SEA only.
- The DU are developing a skill inventory to help fill in the gaps that often exist between levels in ABELS (eg what skills can we observe/teach to get to the next level). This work is in its infancy and refinement is ongoing.
- Leaders confirmed teachers are using the DfE units of work as the basis for curriculum planning including moderation of each other's planning and are given time to analyse data with colleagues, including individual, class and cohort data. However, this is mainly literacy data and an opportunity exists to explore other data sets in Maths, using common tools for data collection.

Potential next steps

- Continue building and strengthening staff efficacy in using a range of Math assessment tools, ensuring planning and teaching is differentiated for low, middle and high achieving students
- Build and strengthen staff capability in maths curriculum planning, through a targeted focus on the standards and capabilities, ensuring clear skill progression and sequence of learning for all students R-6.
- Enhance quality task design and differentiation of learning, using the skill inventories ensuring fidelity of moderation and assessment practices.

Direction 1   **Build and strengthen staff capability in assessment and planning in maths, through use of agreed assessment tools and sequential unit planning, ensuring optimal learning R-6.**

Indicators of quality:

Student data and evidence	Student data and evidence	Student data and evidence	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.	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.	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.	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	Formative assessment and feedback	Formative assessment and feedback	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.	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.	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.	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	Standards and general capabilities	Standards and general capabilities	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.	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.	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.	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	Self and peer assessment and feedback	Self and peer assessment and feedback	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.	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.	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.	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	Moderation processes	Moderation processes	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.	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.	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.	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 effective are the school's professional learning and performance development processes in building teacher capability to accelerate student learning?

Strengths and challenges

- The principal is demonstrating instructional leadership by working with the leadership team and staff to track and monitor SIP actions through student data walls, 50-day agile process and formal observations/feedback to staff.
- Teachers confirmed that they assess progress every 6 weeks in RWI and Brightpath and this information is shared with their students through a conference. Students bring their learning goals along to this conference to check progress against goals
- Teachers are using the units of work to ensure that there is congruence with the achievement standards and general capabilities. From here they co-plan in teams to ensure planning is differentiated and caters for the needs of their students. This planning is also moderated amongst the team and was sighted by the review team.
- In discussions with teachers, it was evident that PD is linked to the SIP, with the most recent PD being on functional grammar and maths through the PMA. However, the maths PD had stopped and through the ESR staff meeting, staff identified recommencing professional learning in maths as an important next step.
- PDP goals are linked back to the SIP and there is feedback through formal observations. Examples were sighted on the ESR.
- Formal ongoing opportunities for teachers to be coached or mentored were not clearly evident, but the senior leader did some modelling of good practice in RWI and so did the Autism support teacher. This is an area that the school could move into next, to help build staff capability particularly in maths.
- Teachers talked about having opportunities to share best practice by conducting spotlights on practice including opportunities to run PD for other colleagues. This had also helped to build their capability an.
- Feedback for teachers on their performance is available through their PDP's and also through learning walks, where you can choose a critical friend to reflect on your practice. They use a checklist that covers aspects such as LI/SC, stretch, class schedules and visuals and visible student goals, to provide growth points and feedback on each other's practice.
- DU teachers reported they felt valued and included in the process to construct the SIP as well as monitoring this, so they had ownership of this too. They confirmed receiving feedback through the leadership walkthroughs and formal observations.
- Whilst DU teachers said there was no formal coaching/ mentoring for themselves they saw themselves as a mentor for others.
- Parents reported that they received feedback on their child's progress through drop in conversations with their child's teacher, See-Saw and reporting twice a year. However, they were clear around what the school was focusing on the SIP this year.
- Students initially had some difficulty articulating what the school was focusing on this year (talked about specialist subjects). But after some prompting, they named reading, writing and maths. Similarly, they hadn't noticed any different ways in which the teachers were teaching this year, but some students mentioned they had been put into different groups for WRI.
- Students confirmed that the feedback that they get from school that helps with their learning, was knowing what the success criteria and stretch were. On class walkthroughs students referred to the success criteria/stretch with the review team.
- Students commented
- On class walkthroughs, students had learning goals for maths, writing and reading, but unlike reading and writing that had bump it up walls and visual charts of work examples, there was little evidence of these in reference to maths.
- Leaders said whilst the Literacy commitment was quite in-depth and refined, the maths commitment was in its infancy. The school are seeking out information from the LET team and neighboring schools to help inform them on how this document could look going into the future and the school see this an opportunity exists to explore this further.
- Leaders stated that they have had opportunities for feedback and professional learning through the PDP process with the principal and that they are heavily involved in the ED's site visits including talking to the 50-day sprint cycle and attending external learning opportunities such as ORBIS and Special Ed Leaders association.
- Leaders confirmed there has been opportunities for formal modelling and coaching in Berry Street and PBL and that new teachers had been buddied up with others to support each other.

Potential next steps

- Build and strengthen staff pedagogy in the teaching of maths though co-construction of a revised maths commitment, including using agreed observation and feedback structures ensuring high quality teaching and learning.
- Establish and foster formal mentoring and coaching models for maths, including high impact teaching strategies, ensuring consistency and fidelity of teaching R-6.
- Strengthen and refine processes for mapping of units of work, ensuring differentiation of learning and curriculum in disability unit classes, based on skill inventories.

Direction 2   **Build and refine whole of school maths commitments, including agreed processes and structures for observations and feedback, ensuring fidelity of practice and high-quality teaching and learning.**

Indicators of quality:

Professional learning and performance development

There is limited understanding of the connection between professional growth and improving student achievement. Professional learning is teacher driven and sometimes linked to the SIP. Informal learning occurs but has limited impact on building teacher capability to deliver on SIP goals.

Professional learning and performance development

An understanding that professional growth is critical to improving student achievement is developing. Professional learning is aligned to the SIP and performance development but is not always high quality or evidence-based and limited to a few teachers. Teachers have some opportunity to share professional learning which has some impact on student achievement.

Professional learning and performance development

A collective understanding that continuous professional growth is critical to improving student achievement is evident. High-quality, evidence-based professional learning is aligned to the SIP and performance development but this is not consistent across the whole school. While this improves teacher effectiveness and results in improved student learning outcomes it is limited to pockets within the school. A cycle of formal and informal professional learning, reflection and effective feedback builds teacher capability to deliver on SIP goals.

Professional learning and performance development

A deep understanding that continuous professional growth is critical to improving student achievement is embedded. High-quality, evidence-based professional learning is aligned to the SIP and performance development. This improves collective teacher effectiveness and results in improved student learning outcomes. A cycle of formal and informal professional learning, reflection and effective feedback builds teacher capability to deliver on SIP goals.

Effective structures and processes

Teachers do not feel their expertise is valued which negatively impacts on a culture of learning. Teachers complete professional development plans but these are not systematically followed through. There are limited opportunities for observations and, when they do occur, teachers are not provided with explicit steps to improve their practice which has negative impact on student learning outcomes. Leaders do not have a clear line of sight from the SIP to teacher practice and student learning outcomes.

Effective structures and processes

Some teachers are seen as leaders and leaders value their expertise. A timetable supports professional learning and PDPs but these sometimes do not happen due to completing demands. PLCs have been developed but are not focused on improving teacher practice. Lack of structured meeting times further reduces their impact on student learning. Performance conversations are data driven but do not provide teachers with the next steps to improve their practice which reduces teachers impact on student learning outcomes. Leaders have limited line of sight from the SIP and teacher practice to student learning outcomes.

Effective structures and processes

Most teachers are seen as leaders and a culture of valuing teacher expertise exists. A published timetable supports PLCs, professional learning, peer observations and professional conversations but these sometimes do not happen due to competing demands. Performance conversations are data driven and provide clarity on next steps to improve teacher practice which results in improved student learning outcomes. Leaders maintain a clear line of sight from the SIP and teacher practice to student learning outcomes.

Effective structures and processes

All teachers are seen as leaders and an embedded culture of valuing teacher expertise exists. A systematic approach to timetabling enables PLCs, professional learning, peer observations and performance conversations to routinely occur. Performance conversations are data driven and provide clarity on next steps to improve teacher practice and directly links to improving student learning outcomes. Leaders maintain a clear line of sight from the SIP, professional learning, performance conversations and teacher practice to student learning outcomes.

Feedback to build teacher capability

Teachers have limited opportunity to receive effective feedback on their practice. Leaders have little understanding of individual teacher classroom practice which reduces their ability to provide feedback. Classroom practice is not deprivatised and teachers are resistant to being observed. The absence of constructive feedback means there is little growth in teacher capability which negatively impacts on student achievement data.

Feedback to build teacher capability

A collaborative whole-school approach to feedback is being developed. Formal observations support performance development processes but are irregular and do not provide teachers with next steps to improve their practice. Some teachers informally observe peers which affirms effective practice but does not provide constructive feedback. Current processes for feedback have little impact on student learning outcomes. Teachers rarely seek student feedback.

Feedback to build teacher capability

A documented whole-school approach to feedback guides practice and results in some improved student outcomes. Formal and informal observations allow leaders and peers to provide feedback to teachers who adjust their practice accordingly. Whilst some feedback provides explicit next steps to improve teacher practice, this is not consistent. Where teachers are provided with explicit feedback and adjust their practice, there is notable improvement in student learning outcomes. Teachers are developing processes to collect student feedback but there is variability in how this is used to improve their practice.

Feedback to build teacher capability

A documented whole-school approach to feedback is embedded and enacted and results in improved student outcomes. Formal and informal observations allow leaders and peers to routinely provide explicit feedback to teachers on their practice. Teachers adjust their practice accordingly and evaluate the impact of their actions on student outcomes. Teachers routinely seek student feedback which informs and strengthens their practice. The continuous cycle of observation, feedback, reflection and evaluation results in measurable improvement in student learning outcomes.

Mentoring and coaching

There are limited opportunities that enable effective mentoring and coaching of teachers. Leaders restrict mentoring to early career teachers. Mentor teachers have not accessed professional learning to support constructive conversations which impacts on the quality of feedback provided. Currently, mentoring and feedback have little impact on student learning outcomes.

Mentoring and coaching

Mentoring and coaching and is a developing practice and is yet to be implemented across the whole school. The school uses external expertise to improve teacher practice but this is not always aligned to SIP focus areas. Teachers involved in coaching and mentoring are adjusting their practice and are beginning to see the impact of these changes on student learning outcomes.

Mentoring and coaching

A whole school approach to mentoring and coaching is evident and builds teacher effectiveness resulting in improved student learning outcomes. The school uses internal expertise to improve teacher practice in the SIP focus areas. Teachers can articulate the changes to their practice and are beginning to evaluate the impact on student learning outcomes. Teachers are developing skills to provide explicit feedback to colleagues in a constructive manner.

Mentoring and coaching

A whole-school approach to mentoring and coaching is embedded and builds teacher effectiveness resulting in improved student learning outcomes. The school uses internal and external expertise to improve teacher practice in the SIP focus areas. Teachers can articulate the changes to their practice and evaluate the impact on student learning outcomes. Professional learning enables teachers to provide explicit feedback to colleagues in a constructive manner whilst strengthening coherence.

Conditions for optimal learning line of inquiry: To what extent does the school provide, maintain and monitor a safe, supportive and respectful environment to maximise engagement, wellbeing and achievement?

Strengths and challenges

- Teachers said they co-created learning goals with their students, so the students had agency in their learning. During walkthroughs in classrooms, students confirmed that they had a say in co-construction of learning goals.
- Teachers talked about giving students voice in their learning environment by collecting data on where they wanted to sit and by informal discussions with their students. Students also were involved in how they wanted their data to be displayed.
- Teachers reported that students have an active voice in their learning through co-construction of their learning goals and getting to know the students. There is an opportunity to provide further agency in student learning through the promotion and use of dialogic practice (eg deeper questioning) and designing tasks that require productive struggle and problem solving.
- Specialist teachers stated they use student interests to inform planning, used an enquiry approach to learning and tailor learning to meet the needs of their students. Student interviews confirmed that they have choices in how and what they learn.
- Teachers affirmed they support disengaged students or students who find school challenging by using Berry Street consistently across the school. They said that forming strong relationships were key to school engagement and this was working positively.
- Teachers use other programmes to ensure the learning culture is supportive and positive included the Odysey project (outdoor education programme), PBL (positive behaviour for learning) and Project Enterprise (creating/ running own business). They also said the Interoception room, break out spaces and the Nunga Room supported students who had needs.
- Teachers see CDPS as a Berry Street flagship school and the additional resources and facility upgrades has made a huge impact on student outcomes and higher engagement levels. This was confirmed by talking to students during their interviews.
- Students reported they liked the Interoception room because it was a calming space they could go to when they felt stressed. They confirmed that they could take their learning into the space and helps them to be ready to learn by supporting regulation.
- Students said that having their learning goals visible helped them in their physical space and helped them with their learning.
- When asked if they have an active voice in your learning, students reported that they can give their opinion by putting their hand up and sometime the teacher chooses me. They also stated they had a choice of the sensory toys in their lap and that sometimes you can have a vote or an opinion, such as in brain breaks or positive primers.
- DU teachers said that the learning environment is determined by their students' needs and that creating a structured and predictable learning environment created optimal conditions for learning.
- DU teachers talked in depth about how trauma informed practices including having a quiet start to the day, play based learning, use of low lighting/calm music. They also said that establishing a strong rapport with the students was essential.
- GC parents said the school supports students who are challenging or disengaged by making available sensory spaces such as the Interoception area for students to self-regulate. They also talked about students who refused to go to school were supported with staggered transitions. They said the leaders are supportive and don't judge students or families.
- Parents reported that there is a focus on promoting the role of GC to the school community, as currently there was limited awareness of the GC roles and functions. The school is exploring other ways of doing this to engage a wider audience.
- GC parents were not sure on how or if their children had a voice in their learning. One parent noted that their son had his individual needs catered for by allowing him to learning about topics of interest that support his learning.
- Leaders reported catering for students who were disengaged with school or were reluctant to learn was a real strength of the school. They said that ways in which they supported these students included having access to break out spaces, offering staggered starts to school and have an unwavering focus on the needs of the child.
- Leaders stated that the ongoing challenge for them was to engage parents in the learning of students. They said that perhaps initially being more targeted about who they would like to come on board and support may be the best approach.

Potential next steps

- Strengthen and foster further opportunities for students to have greater agency in their learning, through promoting and providing further opportunities for dialogic practice and independent learning.
- Build and strengthen GC and community participation and collective understanding of the SIP, ensuring greater clarity of school goals and actions to achieve them.
- Build and strengthen connections with the local community through the creation of new opportunities for parents to share and celebrate learning at Christie Downs Primary School.

Direction 3   **Promote and foster opportunities for greater agency in student learning, through the provision of authentic and frequent opportunities for dialogic practice and problem-based learning.**

Indicators of quality:

Relevant and purposeful learning

A culture of wellbeing for learning exists but there is little attention to learning for wellbeing. Students are engaged in the learning but do not see it as purposeful or relevant. Students have minimal ownership of their learning and have little voice within the school.

Relevant and purposeful learning

There is a developing culture of wellbeing for learning emerging through the school with a strong emphasis on learning for wellbeing. Teachers are moving to make lessons relevant and purposeful, but student voice is still restricted to the traditional domains of organisation and events.

Relevant and purposeful learning

A culture of learning with strong student voice results in students seeing school as a place of learning. Students are engaged in their learning and teachers are increasingly making lessons more relevant and purposeful. Student voice has shifted from traditional organisation and events and is becoming more focused within the conditions for learning.

Relevant and purposeful learning

An embedded culture of learning with strong student voice results in students seeing school as a place of learning. Student engagement in learning is relevant and purposeful and provides students with high level ownership that is embedded practice across the school.

Physical environment

Classrooms are generic and have few supports or scaffolds to support student learning. Students have no input into classroom design or layout and seating is decided by the teacher with little opportunity to change seating. Behaviour charts and class rules dominate displays and student work is limited to art displays.

Physical environment

The classroom has been set up and designed by the teachers with little input from students. Name tags, classroom displays and learner scaffolds have all been designed by the teacher and provide limited support to student learning. Student work is displayed as exemplar final pieces of work but there is no indication of grades to motivate students. Classroom seating is decided by the teacher but this is routinely swapped to enable students to work with a variety of students.

Physical environment

Most teachers include students in decisions about the classroom set up and design. Teachers create welcoming environments which are conducive to student learning. Students particpate in processes to create class rules and have input into the displays which support and scaffold their learning. Students routinely choose their seating and work partners for most subject areas.

Physical environment

The classroom physical environment positively affects morale and student learning. Students are included in creating the physical environment which enhances the feeling of classroom community and gives students a sense of empowerment. Student produced scaffolds and exemplars which show A-E grades are displayed to support effective learning and skill achievement resulting in improved learning outcomes. Clear codes of conduct support positive behaviour which maximises focused learning time, resulting in improved student outcomes.

Positive and supportive learning culture

Teachers are working to create supportive classrooms, but the lack of student ownership and displays do not create a welcoming or stimulating atmosphere. The strong focus on behaviour steps and the classroom structure does not allow students with heightened behaviours space to self-soothe and deregulate. Some teachers do not connect engagement in relevant learning at the students' level to increase student engagement. Some students cannot access the learning and are not ready to take risks.

Positive and supportive learning culture

Teachers actively seek to provide a welcoming classroom supportive of students. Some sections of the school have created stimulating, warm environments where students feel connected and supported in their learning. Whilst learning spaces are conducive to learning, this is not consistent across the school and does not support students as they move through the year groups. Some teachers are beginning to create sensory areas within their learning space to further support the functional needs of students.

Positive and supportive learning culture

Teachers provide welcoming classrooms, and most are developing learning spaces that are supportive of student learning. Students are increasingly taking healthy risks in their learning. Teachers are responsive to the functional needs of students and deploy a growing range of strategies to support their learning. Most teachers have created a sensory area within their classroom to support students and provide them with a calm space. The positive classroom climate supports student learning and results in improved learning outcomes.

Positive and supportive learning culture

A positive climate provides a safe, respectful, welcoming classroom supportive of student learning. All teachers create emotionally, intellectually and physically safe learning environments where students take healthy risks with their learning. Teachers use a flexible range of evidenced-based strategies that support students to self-regulate and manage their learning. These are consistently implemented and enable a clear focus on learning, resulting in measurable improvement in student learning outcomes.

Respond to disengaged students

Data analysis ensures students at risk of being disengaged are identified. Teachers welcome students into their class but do not modify the learning to accommodate students who are disengaged resulting in further alienation. Attempts to re-engage students in their learning and the school environment is largely the work of the wellbeing leaders and not individual teachers. Teachers have limited understanding of trauma-informed or culturally responsive practices and do not seek feedback from students.

Respond to disengaged students

Data analysis ensures students at risk, or not actively engaged in their learning, are identified. Schools work with parents and caregivers to support students. Some staff have been trained in trauma-informed practice and the school is beginning to develop structures and processes to re-engage students in the school community and their learning. Some teachers seek feedback from students and adapt their practice accordingly.

Respond to disengaged students

Data analysis ensures the school responds in a timely manner to identify students who are at risk, or not actively engaged in their learning. Schools work with parents and carers to link students with external supports. Trauma-informed practice and effective structures and processes are used by most teachers to re-engage students in the school community and their learning. The wellbeing leader seeks student feedback which staff analyse as a whole school and refine their practice accordingly.

Respond to disengaged students

Data analysis ensures the school responds in a timely manner to identify students who are at risk, or not actively engaged in their learning. Schools and community partners think innovatively to develop programs to meet the needs of a diverse range of disengaged students and seek support from outside providers where appropriate. Trauma-informed practice and effective structures and processes re-engage students in the school community and their learning. Teachers seek student feedback and adjust their practice accordingly.

Summative comments

Christie Downs Primary School have worked with rigor and intentionality, in addressing the directions from the previous external school review. The leadership team lead by the principal has a strong focus on the SIP and all actions are closely aligned to goals and challenge of practice. All staff actively monitor the SIP through use of data walls, PLC discussions and being released to work in teams for moderation of planning and assessment. The school adopts a whole of child philosophy and there are high levels of collaboration between the disability unit and mainstream staff, including opportunities to participate in learning walks to observe other colleagues' practice, continuing professional dialogue through data wall checks-ins and purposeful discussions in staff meetings. The school is a flagship school in the use of the Berry Street model in trauma informed practice and this philosophy is also enacted in the way the school interacts with its local community. The needs and wellbeing of the child are at the forefront at Christie Downs Primary School. The students are very proud of their school and are engaged in their learning through having a say in setting their learning goals and monitoring their progress along the way. Students have unique opportunities to be involved in other extracurricular programmes such as the Odyssey project and Project Enterprise. The school also has developed a unique physical environment that supports students' wellbeing including break out spaces, nature play areas and Interoception spaces for self and co-regulation. Parents speak highly of the school and the unconditional support they feel they get for their children. The staff are committed to continuing to support the whole of child philosophy and this is clear in their daily interactions with the students. Christie Downs school has made some good inroads into improving curriculum outcomes in particular Literacy, through tight and consistent structures and investing in time for staff to improve their pedagogy through feedback, observations and co-planning. The school is well placed to continue this improvement journey in maths where using similar processes, resources and structures will serve the school well going forward.

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

Direction 1 Build and strengthen staff capability in assessment and planning in maths, through use of agreed assessment tools and sequential unit planning, ensuring optimal learning R-6.

Direction 2 Build and refine whole of school maths commitments, including agreed processes and structures for observations and feedback, ensuring fidelity of practice and high-quality teaching and learning.

Direction 3 Promote and foster opportunities for greater agency in student learning, through the provision of authentic and frequent opportunities for dialogic practice and problem-based learning.

Based on the school's current performance, Christie Downs Primary School will be externally reviewed again in 2026.

David Cowles
Review Officer
Review, Improvement and Accountability directorate
May 2023

QUALITY SCHOOL IMPROVEMENT PLANNING INDICATORS OF QUALITY

Evaluative prompts

Indicators of quality:

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