

Partnerships, Schools and Preschools

External School Review

Basket Range Primary School
On-track evaluation summary final report
September 2022



Government of South Australia
Department for Education

On-track evaluation 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 objective of an on-track evaluation (OTE) is to evaluate the school's performance and effectiveness of continuous improvement. The OTE evaluates progress made by the school to address their ESR directions in the key levers of:

- quality school improvement planning
- expert teaching
- quality leadership
- conditions for optimal learning.

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

Britta Corones	Principal
Maxine McSherry	Education Director
Simon Harding	Review Officer

Review team

Simon Harding	Review Officer
Katherine Holman	Review Principal

Post review meeting participants

Britta Corones	Principal
Maxine McSherry	Education Director
Simon Harding	Review Officer

Previous direction 1: Build a high-quality professional learning culture where staff are student focused and have collective responsibility on SIP goals.

Strengths and challenges

- Progress on this direction is in the early stages as there have been several contextual changes which needed to be addressed, including changes in staffing and attention to culture.
- Staff, students and parents commented that there has been a significant improvement in culture, setting the foundation to focus on learning.
- There is limited ownership of the current School Improvement Plan (SIP) by staff however they are committed to working collaboratively as they review and evaluate progress/impact and developing the new SIP moving forward.
- Processes and practices are developing that build collective responsibility in the implementation and monitoring the impact of the SIP actions.
- Teachers could talk about actions they have taken in the classroom aligned to the goals in the SIP including the use of learning intentions and success criteria.
- Work could be strengthened by building common understandings of agreed actions.
- Students talked about helpful feedback they received from teachers.
- Teachers are undertaking child studies and sharing practice of the processes they are using to meet the child's learning needs – building collective understanding.
- There is evidence of teachers working to build effective working partnerships with parents.
- Staff meetings focus increasingly on professional learning which includes opportunities to share practice and expertise. There is opportunity to align this learning more closely with SIP priorities.
- The school has an increased focus on the needs of students and sought advice from a range of people to support this work.
- Teachers have participated in common professional learning with partnership schools.

Potential next steps

- Establish structures and processes to collaboratively develop and monitor the SIP building increased ownership/accountability across the staff.
- Planning a professional learning program which is closely aligned to the SIP priorities
- Strengthen processes to build common understandings of agreed actions across the school.

Previous direction 2: Support quality practice through the implementation of an agreed pedagogical framework which provides stretch and challenge for every student.

Strengths and challenges

- Professional learning has been offered to develop a shared understanding of Steiner education. Not all staff have engaged with this strategy.
- Staff, in collaboration with the Local Education team (LET) over time, have developed a framework of the approach to learning to be undertaken. The challenge is to develop common understandings and agreements working towards creating an identity for Basket Range Primary School. Investigating models where Steiner influenced approaches have been successful.
- Teachers are working towards embedding consistent routines across the school. Building consistent practice is still a challenge.
- There is evidence of sharing of practice, building common understandings of quality practice could be strengthened.
- Students shared that there is an appropriate level of challenge in their learning, particularly in maths.
- Through student and teacher interviews the panel heard some examples of formative assessment practices however there was variation of approach and collective practices.
- There is opportunity for curriculum mapping to ensure students in multi-level classrooms have varied content.
- Parents talked about her children having an appropriate level of challenge.
- There is some opportunity for students to have influence on the 'what and how' they are learning.
- There is some evidence of teachers informally collaborating. There is opportunity to develop effective processes for this to happen more formally.

Potential next steps

- Collectively exploring processes, structures and practices which support implementation of an agreed pedagogy.
- Developing/documenting a common agreement re pedagogical framework for the school.
- Develop a curriculum map for multi-level classrooms to ensure a guaranteed curriculum.

Summative comments

The school has worked to develop and maintain a positive school culture with a focus on students and their learning needs. While there has been focus on the directions, there has been several contextual changes including change of leadership and staff which has had impact on progress in relation to the directions. There have been positive foundational achievements on which to build.

Direction 1 Build a high-quality professional learning culture where staff are student focused and have collective responsibility on SIP goals.

Direction 2 Support quality practice through the implementation of an agreed pedagogical framework which provides stretch and challenge for every student.

Based on current performance, Basket Range Primary School will be externally reviewed again in 2023.

Simon Harding

Review Officer
Review, Improvement and Accountability directorate
October 2022