

NOVEMBER , 2024

Nixon Street Primary School

External School Review Executive Summary 2024

1 Introduction

The Department for Education, Children and Young People is committed to supporting and improving the educational outcomes and achievements of Tasmanian Government school students. The purpose of External School Review (the Review) is to support schools to raise student achievement and sustain high performance.

The External School Review Framework underpinning the Review identifies the key levers for school improvement and has been shaped and informed by the School Improvement Tool. The School Improvement Tool brings together the findings from international research into the practices of highly effective schools and school leaders. The Framework focuses on the practices proven to impact positively on achievement outcomes for all students at the classroom level. It is not intended to document every aspect of the school's processes, programs, and outcomes.

The overarching review question is “how well does the school ensure students are known, safe, well and learning?”

This External School Review Report outlines aspects of the school's performance verified through the review process and provides recommendations for key improvement strategies.

In line with *Our Approach to School Improvement*, recommendations from the External School Review must be integrated into the School Improvement Plan.

This Review was conducted in November 2024 by:

- Maree Pinnington, External School Review Leader
- Jeanagh Viney, Principal Peer Reviewer
- Matthew Kenny, Principal Peer Reviewer
- Helen Peart, Shadow.

2 Disclaimer

The Department for Education, Children and Young People does not endorse any commercial organisation, product or service mentioned in this Report.

3 School context

| | |
|--|----------------------------|
| Location | 60 Nixon Street, Devonport |
| Year levels | Kindergarten to Year 6 |
| Enrolment | 331.4 FTE |
| Year opened | 1959 |
| Principal | Vicki Phyland |
| Year principal appointed | 2018 |
| Indigenous enrolment percentage | 13.0% |
| Students with a disability enrolment percentage | 13.29% |
| Index of Community Socio-Educational Advantage (ICSEA) value | 938 |
| Full-time equivalent staff members | 41.4 FTE |

4 Contributing stakeholders

The Review took place over four days – Tuesday 5 to Friday 8 November 2024 – with one External School Review Leader, two Principal Peer Reviewers, and a Shadow.

Most teachers who were present on the days of the Review were interviewed, along with non-teaching staff, families, and members of the School Association.

The leadership team presented to the panel on day one.

The panel visited most classrooms and learning spaces, and met with student groups from across the school, both formally during interviews and informally in the classroom setting.

The following table will guide percentages for statements made in this Report:

| None | Few | Some | Many | Most | All |
|-------------|------------|-------------|-------------|-------------|------------|
| 0% | 1–20% | 20–50% | 50–75% | 75–99% | 100% |

5 Supporting documentary evidence

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| School Improvement Plan | Progressive Achievement Tests (PAT) |
| School Annual Review | Attendance data |
| Student, staff and parent satisfaction and wellbeing surveys | National Assessment Program – Literacy and Numeracy (NAPLAN) |
| ASPIRE/Measuring School Progress | Student achievement data |
| Australian Curriculum Framework ratings | Kindergarten Development Check (KDC) |

6 Effective school practices

During the Review process, the panel verified the following effective practices that are contributing significantly to school improvement at Nixon Street Primary School:

- School staff demonstrate an understanding of the importance of positive, caring, and trusting relationships to student success.
- Students attest to the kind and caring supportive teachers.
- Students are happy, friendly, and engaging, demonstrating pride in their school through the consistent wearing of school uniform and the way they speak about their school.
- Calm and orderly learning environments are clearly evident. Students are focussed on their learning, respectful to the teachers and aware of the learning expectations.
- Teaching staff are committed to supporting students at Nixon Street in learning, wellbeing, and connection to school. Staff have a strong moral purpose to their work.
- The strong focus over time on Reading and interventions to support improvements are demonstrating positive trends in data.
- The attractive learning environments, inclusive of the immaculately maintained outside learning spaces, provides a welcoming space for all members of the Nixon Street Primary School community to work and learn.
- The School Improvement Plan has tight goals and actions that are regularly monitored by the leadership team.
- The school has a relentless focus on attendance and strategies to support increased attendance rates.

7 Recommendations of the External School Review 2024

At Nixon Street Primary School there is a focus on collaborative teams and building staff data literacy skills within these teams.

Staff act on the premise that for all students to learn successfully, teachers must tailor learning needs to individual students learning needs and abilities and interest. Staff also have high expectations for behaviour which provide the foundations for the school's continuous improvement journey.

In line with *Our Approach to School Improvement*, recommendations from the External School Review must be integrated into the School Improvement Plan.

The External School Review makes the following recommendations to further improve student learning outcomes:

- 1. Develop a vision and embed a culture of learning excellence that explicitly articulates high expectations for student learning and teaching and commit to a school-wide shared responsibility, with a clear line of sight to the improvement agenda.**
- 2. Refine the model and shared understanding of collaborative inquiry to empower staff to rigorously apply it with fidelity, adjusting teaching, and evaluating the impact of evidence-informed strategies to differentiate for and engage all students in their learning.**
- 3. Build the instructional capacity of the leadership team to create and embed a whole-school approach to teaching and learning which ensures all students learning needs, interests and capabilities are catered for. Using the voice of all staff, co-construct a teaching and learning framework informed by the current DECYP Pedagogical Framework.**
- 4. Establish a culture of feedback through the co-development of an observation and feedback framework that supports improvements in consistent teacher practice and learning for all students. This includes:**
 - peer observation: coaching, modelling and mentoring**
 - feedback: staff-to-staff, staff-to-student, and student-to-staff**
 - implementation: tied to inquiry cycles.**