

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Christies Beach Primary School

Conducted in August 2019



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 government schools.

The External School Review framework is referenced throughout all stages of the ESR process.

This 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 report.

This review was conducted by Greg Graham, Review Officer of the department's Review, Improvement and Accountability directorate and Rebecca Pears, Review Principal.

Review Process

The following processes were used to gather evidence relating to the lines of inquiry:

- Presentation from the principal
- Class visits
- Attendance at staff meeting
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Aboriginal Community Education Officer (ACEO)
 - Governing Council representatives
 - Leaders
 - Parent representatives
 - School Support Officers (SSOs)
 - Students
 - Teachers

School context

Christies Beach Primary School caters for children from reception to year 7. It is situated 30kms from the Adelaide CBD. The enrolment in 2019 is 273 students. Enrolment has been steadily declining over the last 5 years. The enrolment at the time of the previous review was 354.

The school has an ICSEA score of 901 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 23% Aboriginal students, 22% students with disabilities, 3% students with English as an additional language or dialect (EALD) background, 9 children in care and 51% of families eligible for School Card assistance.

The school leadership team consists of a principal in the 2nd year of their tenure at the school. The school has a deputy principal and 1 wellbeing senior leader.

Previous ESR or OTE directions were:

- Direction 1** Increase the percentage of students demonstrating the Standard of Educational Achievement and sustain higher levels of learning over time, by making explicit the school's vision of excellence for all reception to year 7 students including, personal and social capabilities and literacy and numeracy outcomes.
- Direction 2** Build teacher capacity to implement formative assessment processes by making provision for structured and focused collaborative teamwork that ensures student learning growth is regularly tracked, progress is monitored, and responsive action is taken.
- Direction 3** Raise the level of student achievement at the school by strengthening the implementation of the Teaching for Effective Learning framework, particularly in relation to embedding the conditions for rigorous learning across the school and the opportunity for students to personalise learning experiences.
- Direction 4** Increase the growth and progress of students in greatest need by building the capacity of staff to cater for the varied needs of learners. Use of the school's performance and development processes and the Australian Professional Standards for Teachers will provide the expectations and framework for peer feedback and support.
- Direction 5** Re-examine site improvement planning and review processes to ensure that the strategic directions are impacting at the classroom level to improve student learning.

What impact has the implementation of previous directions had on school improvement?

The current principal has been in their position for 2 years and has led the implementation of the previous directions. Through the principals' presentation, it was evident to the panel that there has been a logical and sequential process implemented to address the directions over the past 2 years. The leadership team identified a need to build teacher's capacity to analyse data and use this to inform next steps in teaching and learning. Work on establishing structures and processes for staff to work collaboratively on tracking and monitoring student achievement has been significant.

Student achievement is published through an electronic data recording system with previous leadership utilising a data wall. Achievement data is updated to the system by the leadership team and shared amongst the staff. The data is used to identify students for support including reading programs and an electronic numeracy program focussing on mathematical fluency. Interventions are in place through a comprehensive wave 2 and 3 focus. Introduced case study management through the One Plan process have taken a greater priority, as they are viewed as a more significant lever for improved student learning outcomes. Students reaching and maintaining the Standard of Educational Achievement (SEA) has been a significant priority and is reflected in Site Improvement Plan (SIP) goals, targets and actions.

The new improvement cycle model explicitly links the goals and targets with the actions, roles and responsibilities of teachers through the Challenge of Practice. The work conducted through the 'Accelerating English Improvement through the Big 6' project has been valued by all staff.

The review panel recognised that some elements of the previous directions are still relevant and acknowledge that the school is aiming to build on what has already been achieved.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How well does the school critically evaluate current curricula, pedagogical and assessment practice to determine challenges of practice?

In determining the teaching practice across the school, a pedagogical survey indicated that 74% of staff rated the use of the Australian curriculum content and capabilities in their planning at a high extent, with remaining staff rating themselves within the medium extent. The school has undertaken a process of trialling evidenced-based assessment tools to determine which is the most suitable. This process is enabling joint ownership and decision making from all stakeholders. The sharing of planning and discussions about teaching approaches and strategies used is common amongst the year level learning teams. There is a strong connection between teachers and SSOs with regular discussions about student progress and adjustments to the learning plans of identified students. The connection with the local partnership project focussing on the *Big 6* of literacy has been valued by all staff and has had an impact in teaching practice.

Intervention programs are used to track targeted students and are successfully monitored by SSOs. Regular testing and 'check-ins' occur across the school to enable teachers and SSOs to monitor individual or class progress. Student achievement data is collated and passed on at the end of the year as part of the new class structure planning process.

The next stages for the school is to continue to build teacher capacity in collaboratively analysing and monitoring school wide data at staff meetings or in learning teams. Further considerations include continuing the building of teacher capacity and knowledge in using student achievement data to inform the next steps in learning.

Direction 1 To raise student achievement outcomes, develop greater consistency in the use by teachers, of student achievement data to track student learning and inform teaching, across reception to year 7.

EFFECTIVE TEACHING AND STUDENT LEARNING

How effectively are teachers using evidence-based pedagogical practices that engage and challenge all learners?

The review panel recognised that teachers are effective and take into account the diversity of learners within each class. Observations of classes indicated that the level of engagement was good with most students engaged in their work or tasks. Results from the pedagogical survey indicate that 78% of staff rated the engagement of students in their learning at a high extent.

Differentiation varied according to year levels with pockets of strength in some year level teams. Approximately 70% of staff rated their actions to create opportunities to stretch students to enable deeper thinking and effectively enabling students to apply their skills at a medium range. Formative assessment processes varied amongst the teachers with the vast majority using summative assessment tasks to ascertain student attainment with some teachers using formative assessment to form ability groups and identify students who required additional support.

Feedback to students varied amongst teachers with the main medium being oral feedback and less so written feedback. Some classes use rubrics to illustrate what students need to do to achieve a higher grade although some examples observed by the panel were more output focussed rather than reflect higher levels of learning.

The next steps for the school to consider include revisiting the concept of differentiating teaching to address the needs of all students but in particular higher band students. An understanding that intellectual stretch does not equate to providing work at a higher year level, and that intellectual stretch is applicable to all students and across all areas of learning would be helpful. Drawing on the skills of current staff to share and lead good practices in curriculum planning and delivery will also assist the school.

Direction 2 To provide quality differentiated instruction to all learners, develop and embed a formative assessment and feedback cycle in all planning and teaching.

EFFECTIVE TEACHING AND STUDENT LEARNING

To what extent do teachers ensure that students have authentic influence in their learning?

It was evident to the review panel that the use of learning intentions extended across the school with the pedagogical survey indicating that 66% of teachers rated their understanding of learning intentions in their planning at a high extent. All staff were able to describe how they use learning intentions to introduce subject topics and how they use appropriate terms/language according to the year level of students. All students interviewed were able to express their understanding of learning intentions and verified how teachers use them to introduce topics, referring back to them during and at the end of lessons or units of work.

The use of success criteria rubrics varied amongst staff with more prominent in upper primary classes. Some teachers used a rubrics format to reference achievement tasks against an achievement grading system.

There are pockets of practice involving students in using self and peer assessment strategies. The students interviewed indicated that their influence in their learning however is generally limited to a choice in project presentation format. The student involvement in the transformation of the library to a genre-based cataloguing system has addressed the learning needs of students, and was positively commented on and

commended by students and parents. Student voice through Student Representative Council (SRC) and student executive forums exist within the school, however most of the focus is on environmental matters.

Areas to build on include revisiting task design strategies that offer opportunities for student agency in their learning.

Direction 3 **To impact on students' capabilities and self-drive to improve, implement approaches that integrate and effectively embed learner voice in the co-design and decision making of teaching and assessment process.**

Outcomes of the External School Review 2019

Parents and staff have a high level of trust in the principal and that the school is providing strategic direction to improve the quality education for their children. The strength of this relationship with ongoing open dialogue and commitment to working together to provide effective conditions for student learning has resulted in a united community with strong support in the school's endeavours.

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

- Direction 1** To raise student achievement outcomes, develop greater consistency in the use by teachers, of student achievement data to track student learning and inform teaching, across reception to year 7.
- Direction 2** To provide quality differentiated instruction to all learners, develop and embed a formative assessment and feedback cycle in all planning and teaching.
- Direction 3** To impact on students' capabilities and self-drive to improve, implement approaches that integrate and effectively embed learner voice in the co-design and decision making of teaching and assessment process.

Based on the school's current performance, Christies Beach Primary School will be externally reviewed again in 2022.



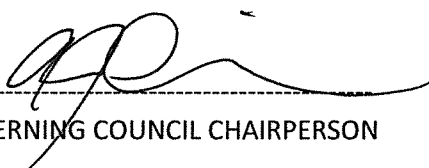
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CHRISTIES BEACH PRIMARY SCHOOL



GOVERNING COUNCIL CHAIRPERSON

Appendix 1

School performance overview

The External School Review process includes an analysis of school performance as measured against the Department for Education Standard of Educational Achievement (SEA).

Reading

In the early years, reading progress is monitored against Running Records. In 2018, 36% of year 1 and 58% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline for year 1, and an improvement for year 2, from the historic baseline average.

In 2018, the reading results, as measured by NAPLAN, indicate that 52% of year 3 students, 64% of year 5 students and 75% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5, this represents little or no change, and for year 7, this represents an improvement from the historic baseline average.

For 2018 year 3, 5, and 7 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2018, 24% of year 3, 12% of year 5 and 3% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents an improvement from the historic baseline average.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in reading, 75%, or 3 out of 4 students from year 3 remain in the upper bands at year 5, and 16% or 1 out of 6 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 68% of year 3 students, 48% of year 5 students and 58% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents an improvement, for year 5, this represents a decline, and for year 7, this represents little or no change from the historic baseline average.

For 2018 year 3 and 7 NAPLAN numeracy, the school is achieving within, and for year 5, is below the results of similar groups of students across government schools.

In 2018, 12% of year 3, 5% of year 5 and 0% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3, 5 and 7, this result represents little or no change from the historic baseline average.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 50%, or 1 out of 2 students from year 3 remain in the upper bands at year 5, and 0%, or 0 of 6 students from year 3 remain in the upper bands at year 7.