

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Gulfview Heights Primary School

Conducted in April 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 Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate and Andrew Gilsenan-Reed, Review Principal.

Review Process

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

- Presentation from the principal
- Class visits
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Staff meeting survey and Site Improvement Plan (SIP) activity
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Gulfview Heights Primary School (GHPS) caters for children from reception to year 7. It is situated 20kms from the Adelaide CBD. The enrolment in 2019 is 415 students. Enrolment has increased over the last 5 years. The enrolment at the time of the previous review was 305 students. The school has an ICSEA score of 995 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population includes 3% Aboriginal students, 9% students with disabilities, 18% students with English as an additional language or dialect (EALD), 1% children in care and 22% of families eligible for School Card assistance.

The school leadership team consists of a principal in the 14th year of his tenure, a deputy principal with a focus in numeracy and student well-being, a senior leader with a focus in literacy and Early Years, and a STEM coordinator. The school funds 3 teachers for 2 days per week each to support literacy and numeracy programs across the school. There are 21 fulltime equivalent teachers (FTE) including four in the early years of their career and nine Step 9 teachers.

Previous ESR or OTE directions were:

- Direction 1** Build students' capacity to benchmark their learning and achievement over time against identified success criteria by implementing transparent strategies for sharing assessment and reporting procedures with students.
- Direction 2** Enable more students to experience success by implementing rigorous evaluation processes that monitor the impact of intervention programs and facilitate timely teacher judgments about the next steps to best meet individual learning needs.
- Direction 3** Improve student achievement by developing a clear and focused whole-school approach to intellectual challenge that is monitored and adjusted at the school, class and individual student level, and shared explicitly with parents.
- Direction 4** Challenge students to achieve high standards by developing a common understanding and consistent practices for authentically involving students in setting specific, measurable, attainable, realistic and time-bound goals for personal learning and achievement.

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

The school successfully maintained integrity in its improvement journey, fostering greater cohesion in practices and improved learning outcomes. There has been strategic attention to data analysis informing SIP priorities, leadership roles identified, professional learning accessed and changes to teaching and learning facilitated over time.

Definitive action based on the previous ESR directions has taken place: whole-school approaches to intervention and support have been consolidated, students have learning goals that support differentiated learning, professional learning communities (PLCs) support consistency and cohesion in teaching practice and there is greater emphasis on data interrogation using multiple measures of data. GHPS has developed numerous agreed policies and procedures for whole-school delivery of effective, research-based pedagogical practice. A literacy and numeracy block is in place across the school and intervention for support and stretch is clearly identified. All stakeholders speak highly of the culture that

has evolved at the school which forms the basis for highly collegial practice. Staff are aware that they need time to consolidate high yield strategies and programs that have been identified by consistently integrating them within their planning. Staff have high expectations of themselves and their students and acknowledge this is also modelled by leaders. There is considerable focus and attention to addressing the intellectual stretch of students and also a definite intentionality to differentiate the learning. There is significant evidence that staff work hard and are dedicated to their professional growth.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

The school has an embedded improvement cycle, in which all staff have influence and ownership within the process. Staff are engaged in measuring and tracking progress to inform teaching and learning and the effectiveness of whole-school agreements. All staff are included in annual review processes of the site improvement plan (SIP) goals and in establishing the next steps for improvement. Staff can articulate the goals and challenges of practice and how they were determined. There is clarity for staff as to their place within the improvement agenda going forward.

As part of the performance development process (PDP) staff identify goals within their PDP plan which are related directly to the SIP and become the focus of discussions with their line manager. As part of the PDP process, staff identify and document specific actions and accommodations for key students that will support their learning. The alignment between PDP, SIP, PLCs and learning teams (LT) is evident and highly valued by staff. There has also been significant investment in professional learning with high quality, research-based presenters.

Staff attend an extra professional preparation day in the week before school commences to enable the review of whole school agreements, set up expectations for the year and PLC discussions. Deep, regular discussions occur throughout the year in PLCs and LT. The school's direction is closely aligned with the partnership direction and teachers from GHPS lead three of the eight partnership PLCs.

Identified as part of the interview process the panel noted variations of consistency across and within PLCs. One PLC acknowledged that they were still developing their clarity around expectations and their proficiency when integrating all pedagogical practices. Another PLC demonstrated their cohesiveness, consistency in practice and their ability to merge pedagogies for better outcomes. Regardless of this variance, there is a strong sense of purpose and willingness from all staff to continue to improve.

Direction 1 Build on and consolidate the expertise within the school, for consistently effective practice in all classrooms, through rigorous monitoring of pedagogical implementation and impact of teaching.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

An example of an evidence-based approach which is supporting student development is the intervention process that is in place. Each component is analysed to ensure transference of knowledge and the attainment of learning outcomes. Leaders track the trajectory of student growth using school-based, DfE and partnership data to inform future actions. Investment in pedagogical practices such as Natural Maths, goal setting, transforming tasks and Learning Design, Assessment and Moderation (LDAM) add to programs such as Brightpath, Jolly Phonics and Literacy Pro; all leading to consistency, engagement and rigor of practice.

Literacy and numeracy blocks, small group work, guided reading, PLCs and LT are just a few examples of embedded practices. Some staff have integrated identified high yield pedagogical practices naturally into classroom practice while others are working towards this. Analysis of the staff survey saw varied responses in relation to formative assessment practices, confidence in assigning A to E, goal setting for individual students and enabling students to stretch their learning. Learning intentions, differentiated success criteria and constructive feedback were also identified by staff as areas for future growth. The panel felt that there is sufficient expertise within the school to support staff as they develop their practice and consolidate high yield practices across the school in many of these teaching aspects.

Staff have been involved in a large range of PD opportunities at both partnership and school level. Some learning teams are more cohesive than others and build consistency of practice more effectively, however there is a genuine focus and willingness to work in this way for all teams. There is an intentionality and dedication to stretch and challenge all students. Areas for growth noted by the panel were in building consistency of language and practice, and further developing teacher capacity to identify and cater for individual student needs.

Direction 2 Build capacity of all staff for consistency in, and consolidation of, effective practices and embedded language of learning across the school, where staff knowledge and understanding builds both staff and student capacity for individualised learning.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

Goal setting is present across the school at the whole class level, within groups and individually. Students interviewed were able to discuss their goals and were enthusiastic about having them. Students were also aware that goals were there to challenge them, make them more confident and for them to 'keep working at things'. What was not evident was the level of monitoring, review and regular refinement of goals for continued intellectual stretch.

The level of individuality in student goals increased with the year level of students. Older students were more able to articulate clearly how they used their goals when learning. All students shared their goals with their parents during interviews. Goals appear to be set at the beginning of the term in most cases and reviewed at the end of the term. From the goals shared with the panel, all were related to what students were learning at the time; some were specific while others were broader.

Varied responses were elicited from students about feedback and the purpose of success criteria. Not all students viewed success criteria as a benchmark for their learning or understood its role in directing future learning. Many examples of feedback were at a task level, rather than at a process level, and success criteria

were seen more in terms of completing the task, rather than indicators of how far they had travelled or ways to improve.

There is still work ahead around goal setting, feedback, formative assessment practices and co-planning curriculum. Attitudes and understanding around these practices would be further developed by having common language as their foundation. Regular monitoring through ongoing cycles of assessment, goal setting and review will keep the goals and learning relevant, interesting and challenging. The panel noted authentic intentionality of teachers in this area and that a growth mindset culture across the school is a definite strength and enabler for this work going forward.

Direction 3 Strengthen authentic student influence for learning across all learning by further developing regular cycles of assessment, goal setting, monitoring and review with individual students that ensures differentiation, challenge and stretch within daily practice.

Outcomes of the External School Review 2019

GHPS is to be commended on the development of a strong culture of continuously seeking improvement, high expectations of all stakeholders and strong collegiality amongst staff. There is focussed attention to delivering effective pedagogy across the school and the staff demonstrate absolute dedication to meeting the needs of all students. The journey since the previous ESR has been an extremely positive one with clear evidential outcomes and this success provides a strong foundation for future work.

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

- Direction 1** Build on and consolidate the expertise within the school, for consistently effective practice in all classrooms, through rigorous monitoring of pedagogical implementation and impact of teaching.
- Direction 2** Build capacity of all staff for consistency in, and consolidation of, effective practices and embedded language of learning across the school, where staff knowledge and understanding builds both staff and student capacity for individualised learning.
- Direction 3** Strengthen authentic student influence for learning across all learning by further developing regular cycles of assessment, goal setting, monitoring and review with individual students that ensures differentiation, challenge and stretch within daily practice.

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



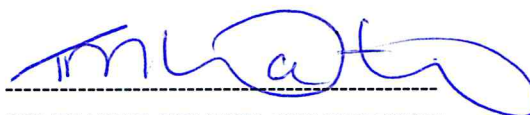
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Appendix 1

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, 91% of year 1 and 70% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement for years 1 and 2 students from the historic baseline average.

In 2018, the reading results, as measured by NAPLAN, indicate that 88% of year 3 students, 80% of year 5 students, and 82% of year 7 students demonstrated the expected achievement under the SEA. For years 3 and year 7 this result represents an improvement and for year 5 this result represents little or no change from the historic baseline average.

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

In 2018, 42% of year 3, 29% of year 5 and 21% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents a decline from the historic baseline average.

For those students who achieved in the top 2 NAPLAN proficiency bands in reading, 73%, or 11 of 15 students from year 3 remain in the upper bands at year 5 in 2018 and 46%, or 6 of 13 students from year 3 remain in the upper bands at year 7 in 2018.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 88% of year 3 students, 93% of year 5 students, and 85% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7 this result represents an improvement from the historic baseline average.

Between 2016 and 2018, the trend for year 7 has been upwards from 69% in 2016 to 85% in 2018.

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

In 2018, 46% of year 3, 27% of year 5 and 8% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents an improvement from the historic baseline average.

For those students who achieved in the top 2 NAPLAN proficiency bands in numeracy, 55%, or 11 of 20 students from year 3 remain in the upper bands at year 5 in 2018, and 18%, or 2 of 11 students from year 3 remain in the upper bands at year 7 in 2018.