

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Seaview Downs Primary School

Conducted in March 2021



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 Kathryn Entwistle, Review Officer of the department's Review, Improvement and Accountability directorate and David Ness, Review Principal.

Review Process

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

- Presentation from the Principal
- Class visits
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Governing Council representative
 - Leaders
 - Parent group
 - School Services Officers (SSOs)
 - Student groups
 - Teachers.

School context

Seaview Downs Primary School caters for students from reception to year 7. It is situated 16kms from the Adelaide CBD. The enrolment in 2020 was 302. Enrolment at the time of the previous review was 241. The local partnership is Marion Coast.

The school has an ICSEA score of 1037 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 6 Aboriginal students, 5% students with disabilities, 3% students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 19% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 3rd year of tenure and a Deputy Principal in the last year of a five-year tenure.

There are 18.9 teachers including 2 in the early years of their careers and 9 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** **Deliver challenging and engaging learning opportunities across all aspects of the curriculum through collaborative planning and assessment design that is both contemporary and aligned with the achievement standards.**
- Direction 2** **Meet the needs of all learners and ensure each student's potential is maximised through intentional teaching that is informed by analysis of the range of achievement data generated across the school.**
- Direction 3** **Establish collective responsibility and action through collaborative planning processes that develop measurable and strategic improvement plans that are then monitored by regular systems of self-review.**
- Direction 4** **Deliver learning experiences that enable students to understand, monitor and assess their learning.**
- Direction 5** **Build teacher capacity and efficacy through dedicated, regular and strategically designed processes of professional learning that align with the school's improvement imperatives.**

| What impact has the implementation of previous directions had on school improvement? |
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| <p>The introduction of the STEM pedagogy has seen most students provided with opportunities to engage with teaching which stimulates thinking and deepens cognition. The school has developed industry partners who work with teachers to deliver problem-based projects. Many students discuss the inspiration these provide and their enjoyment of this pedagogical approach.</p> <p>Previous Directions 2 and 3 will be discussed against Line of Inquiry 1 and 2 of this report.</p> <p>Learning intentions and success criteria are commonly provided to students. Depending on the wording and depth of the statements, students are able to understand the purpose of their learning and to</p> |

monitor their progress towards known outcomes. Continuing to focus on targeted statements aligned with Australian Curriculum learning outcomes will be of benefit and will ensure consistent implementation across all classes.

Professional learning forums have focused on the school's priorities and the actions teachers are expected to implement. Documentation developed in 2020 shows all year level cohorts have discussed and explored teaching in the area of numeracy. This has been actioned within classes. Many teachers express a desire for this model to continue in 2021 as the school moves into the reading priority. Leaders report their intent to use professional learning forums to progress practice in this area.

Lines of inquiry

Effective school improvement planning

How effectively does the school monitor and enhance its improvement strategies based on their impact on student learning?

The school's priorities are fully understood across all cohorts. Professional learning forums convened in 2019, and 2020 focused on expected practice when teaching numeracy. Provocations from leaders stimulated rigorous discussion and saw teachers develop their skills and understanding in the teaching of numeracy. Documentation was generated representing teachers' learning in this area. The school's strong collaborative and consultative culture is apparent through these documents and discussions with staff. Leaders have thoroughly referenced the departmental guidebooks in designing processes to progress school priorities.

To evaluate the teaching of numeracy and other actions such as classroom observations, teachers reflected on the degree of implementation and nominated codes: 'green' (in place) or 'red' (yet to occur). These deliberations were based on their perceptions. Steps 4 and 5 of the improvement cycle encourages schools to evaluate agreed actions and strategies based on their impact on student learning. Evidence of the impact ensures evaluation is valid. Discussions with leaders clarified they understand the need to make decisions about the efficacy of their work through evidence of impact rather than the perceived level of implementation. Plans to do so are underway.

The intent to meet the needs of all learners is highly apparent. Data has been generated for each student in every class. The next logical step in this endeavour is to develop a responsive approach to teaching. When explaining how they address the needs of students who have not achieved desired outcomes, teachers describe their use of small group work, different worksheets or SSO support. There is a need to more fully reflect on the actual teaching and consider how this might be adjusted to improve the impact on students' progress. Encouraging teachers to ask, 'how might I have taught this differently?' will be key when implementing a responsive teaching model. Evaluating student achievement in line with teaching approaches and practice will ensure the school's clear intent to meet every learner's needs is achieved.

Direction 1 Meet the needs of all students by examining the impact of teaching on learner achievement and adjusting practice accordingly.

Effective teaching and student learning

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and design?

The intent to meet each student's needs and maximise outcomes is a clear priority. There is a rich, data-informed culture across the school. Leaders hold an unyielding expectation that all teachers will have a full and comprehensive knowledge of their students. Data has been collated for every student. Achievement, attendance and wellbeing data is sourced to provide teachers an understanding of their learners' achievement and context. The focus has been on identifying students' placement against Standard of Educational Achievement and higher or lower band levels. Teachers can articulate which learners are at risk and which are at or exceeding standard.

When examining the ways teachers respond to students' varied learning needs ability groups, SSO support, additional teacher input or differently levelled worksheets were often reported. A few teachers discussed the term 'differentiation'; however, a common understanding of this concept was not apparent. Discussion with leaders indicates their intent to explore and secure a more coherent understanding of the characteristics of effective differentiated practice. In doing so, leaders are encouraged to design opportunities for teachers to collectively research how to differ content, process and product and respond to learning styles. The professional learning model implemented in 2020 will support this work.

Teachers commonly describe data as allowing them to identify students' existing level and the next growth point they can work towards. An understanding of *why* students are at that level was less evident. The school's comprehensive collation allows teachers to now implement a more diagnostic approach to data: to analyse and respond to students' miscues, misconceptions and importantly, strengths. Some teachers have undertaken to do this independently. In these classes, data has identified concepts or understandings students need to develop and this fully informs the teaching. This provides a model for a more diagnostic use of data across all classes. These teachers will be well-placed to lead professional learning in this area. Once ongoing analysis is more broadly implemented, differentiated planning and teaching will be more universally practised across all classes.

Direction 2 Respond to students' learning needs through an analytical use of data to identify their miscues, misconceptions and strengths to inform intentional teaching practice.

Effective teaching and student learning

How effectively does the feedback provided to students support and motivate them in their learning?

The school is currently developing learning goals in the area of reading for each student. In some classes this is already in place and many older students understand and articulate their reading goal. Their description of the strategies they will implement to achieve their goal was exceptionally detailed. These students discussed teachers' feedback as key in developing this depth of understanding.

The provision of informative feedback and opportunities for students to understand their progress differ across the school. Some teachers use assessment rubrics to make known the characteristics of grades. An example of the teacher developing the grade criteria with students was provided. Some teachers share checklists with students. In a few classes, students provide feedback to peers. In one class a student provided feedback to her teacher via a written comment in her book. She highlighted an area of concern and the teacher reconsolidated the concept for her.

There was much evidence of teachers providing corrections and confirming comments such as 'well done'. In some classes limited feedback was evident in either books or provided verbally and students struggled to describe how they are progressing. In a few classes student workbooks that the panel looked through had not been marked or corrected. This was raised with the Principal who was aware of and is responding to the issue.

To fully authenticate the school's valuable work in setting student learning goals and to progress improvement priority 3: student agency, it is now timely to establish an agreed position and expectations regarding the provision of feedback. Whilst this will look different from Reception to years 6 or 7, the principles and intent need to be consistently understood and implemented. The development of a school-wide understanding of the effective provision of feedback will see students gain in expertise and understanding of learning as they transition through the school. Again, the effective practice operating in some classes will provide a model for all teachers to collaboratively explore and to trial strategies relevant to their cohort.

Direction 3 Ensure students have a full understanding of their progress by establishing school-wide expectations to the provision of quality feedback and ensure all teachers respond accordingly.

Outcomes of the External School Review 2021

At Seaview Downs Primary School the intent to meet each student's learning needs and maximise their potential is highly evident. Leaders hold an unyielding position regarding teachers having a full understanding of their students' achievement and context. Staff have been scaffolded to learn how to access data and to identify levels of achievement and next steps in learning. Direction 2 of this report will complement and add further value to this work.

Improvement planning practices have been informed through the comprehensive application of strategies from the departmental guidebooks. As such, all staff fully understand priorities and subsequent expected actions.

The 2020 model of collaborative professional learning was highly appreciated by teachers and the documentation generated provided robust evidence of ongoing staff development. The continuation of this model, aligned with performance and development processes, will be valuable in responding to the directions in this report.

The Principal will work with the Education Director to implement the following directions:

- Direction 1** **Meet the needs of all students by examining the impact of teaching on learner achievement and adjusting practice accordingly.**
- Direction 2** **Respond to students' learning needs through an analytical use of data to identify their miscues, misconceptions and strengths to inform intentional teaching practice.**
- Direction 3** **Ensure students have a full understanding of their progress by establishing school-wide expectations to the provision of quality feedback and ensure all teachers respond accordingly.**

Based on the school's current performance, Seaview Downs Primary School will be externally reviewed again in 2024.



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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 2019 53% of year 1 and 79% of year 2 students demonstrated the expected achievement against the SEA.

In 2019 the reading results, as measured by NAPLAN, indicate 88% of year 3 students, 86% of year 5 students and 84% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5 this result represents an improvement from the historic baseline average and for year 7 little or no change.

Between 2017 and 2019 the trend for year 5 has been upwards from 68% to 86%.

For 2019 years 3, 5 and 7 NAPLAN reading the school is achieving within the results of similar students across government schools.

In 2019 38% of year 3, 38% of year 5 and 20% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents little or no change, for year 5 an improvement and for year 7 a decline from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 73% or 8 of 11 students from year 3 remain in the upper bands at year 5 and 50% or 2 of 4 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019 the numeracy results, as measured by NAPLAN, indicate 81% of year 3 students, 76% of year 5 students and 72% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7 this result represents little or no change from the historic baseline average.

Between 2017 and 2019 the trend for year 7 has been downwards from 88% to 72%.

For 2019 years 3, 5 and 7 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools.

In 2019 19% of year 3, 8% of year 5 and 8% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For years 3, 5 and 7 this result represents a decline from the historic baseline average.

Between 2017 and 2019 the trend for years 5 and 7 was downwards from 20% to 8% and 24 to 8%, respectively.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 33% or 2 of 6 students from year 3 remain in the upper bands at year 5 and 50% or 1 of 2 students from year 3 remain in the upper bands at year 7.