

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Streaky Bay Area 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, they all have been considered and contributed to the development and directions of this report.

This review was conducted by Debbie Grzeczowski, Review Officer of the department's Review, Improvement and Accountability directorate and Joanne Costa, Review Principal.

Review Process

The following processes were used to gather evidence relevant 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:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Streaky Bay Area School caters for children from Reception to year 12. Streaky Bay is situated on the west coast of Eyre Peninsula, 750kms from Adelaide, 300kms from Port Lincoln. The enrolment in 2019 is 274 students. Enrolment has gradually increased over the last 5 years. At the time of the previous review enrolment was 242.

The school has an ICSEA score of 997, and is classified as Category 5 on the Department for Education (DfE) Index of Educational Disadvantage.

The school population includes 3% Aboriginal students, 5% students with a verified disability, 18% families eligible for School Card assistance, 1% students of English as an additional language or dialect (EALD) background and 1 student in care.

The school leadership team consists of an acting principal, a deputy principal, 3 senior leaders heading the 3 sub-schools and a student wellbeing leader.

The previous ESR or OTE directions were:

- Direction 1** Continue the focus on growth mindset practices and increased learning and teaching rigour, review feedback practices across the school, and work with students to set and work towards personal achievement goals that will stretch their learning.
- Direction 2** Review practices in the senior school in particular, but also other sections of the school, and identify those that are contributing to high quality outcomes for students, and adopt them as whole-school practices.
- Direction 3** Work with staff to review assessment for learning practices as part of teaching design, with a particular focus on developing greater clarity about what influences successful moderation of assessment grades.
- Direction 4** Work with teachers to maintain a strong focus on increasing rigour and stretch in their teaching and student learning, and to continue to strategically analyse the available data to identify areas for early interventions and incremental improvement.

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

Since the previous review the school has continued its focus on growth mindsets. This has led to an increased willingness of students to attempt new tasks and increased resilience to work through problems. There has also been a marked increase in students' ability to explain their learning which has helped embed concepts.

Teaching staff have engaged with the backwards by design planning tool which has resulted in an increase in the delivery of open-ended tasks. Data is routinely collected and used to identify the need for evidence-based interventions.

Staff have engaged with a number of consultants which has supported teacher delivery of literacy and numeracy.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How effectively does the school use improvement planning processes to raise student achievement?

The panel found that all teachers collect a range of achievement and growth data as part of a collection schedule. Inconsistencies were observed around how data was utilised to support student learning and inform planning.

Staff analysed data and collectively engaged in elements of the School Improvement Plan (SIP) but most struggled to link this previous work to the creation of the new plan. Although staff have an understanding of SIP goals and targets, this disconnection when developing the 2019 SIP has impacted on their level of ownership. There was also limited understanding of how the plan will be monitored.

The panel felt that leadership have a clear understanding of what they want to achieve to improve student learning outcomes at Streaky Bay Area School; this was further evidenced through conversations with community and staff. Leadership have aligned staff meeting structures to facilitate the opportunity for whole-school Professional Learning Teams (PLT) who meet regularly to reflect on practice, and collaborate, as part of ongoing practice. Teachers value these sessions as they connect their pedagogy, supporting a more cohesive approach. An observation schedule which enables leaders to observe classroom practice will further support teachers to develop and refine high leverage pedagogy.

Going forward, developing whole-school ownership of the SIP, where teachers can clearly see implications for their practice, is recommended. Through regular and strategic self-review processes, the school will be better able to determine the impact of practice, and strategically respond. Having clear structures and processes, observing teacher practice and strategically linking observation focuses to SIP goals will provide rigour and support a cycle of continuous improvement where everyone owns, and uses the plan to improve teaching practice and student outcomes.

Direction 1 Develop clear structures and processes which strategically and explicitly connect, drive and support the improvement agenda and provide regular opportunities for monitoring, evaluation and review.

EFFECTIVE TEACHING AND LEARNING

How effectively are teachers supporting students to improve their learning?

The panel evidenced that teachers had a sound understanding of the Australian Curriculum with most teachers using pre-assessment to inform planning and post-assessment to track student growth. All staff track data to identify student achievement, however the panel found little evidence of data being used to inform teaching and learning, as differentiated lessons were not evidenced as consistent practice.

The school has a continued focus on John Flemming's explicit teaching approach of 'I do, we do, you do'. Whilst present in some classrooms, this approach was not consistently engaged with across the school. Teachers and students struggled to articulate that this explicit teaching model was how the school wanted students to learn.

The panel felt, and teachers reflected, that there was an element of confusion between the pedagogical approaches of several consultants, who are working closely with the school. There is opportunity to unpack this collaboratively as a staff to arrive at a common understanding. Doing so would support cohesion and therefore student learning. Key documentation outlining the 'Streaky Bay way of doing things' will further support staff and provide clarity of the learning focus to the community. Having explicit guidelines and shared understanding will promote a common understanding of best practice to support student learning.

Most younger students are aware of their reading level but the panel found little evidence of learning goals although some students reported having them in previous years. Most students, with whom the panel spoke, indicated that their work was 'too easy' or 'just right' and felt they needed to be challenged and given harder work to stretch their learning. Tasks evidenced in bookwork, and through discussions and observations, provided limited opportunity to demonstrate higher grade attainment. The panel felt that increased opportunities to refocus on learning design and outcomes within the whole school PLT, and utilising the expertise from within the school, would enable this to become routine practice.

Direction 2 Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be integral aspects of everyday learning for all students.

CONDITIONS FOR EFFECTIVE STUDENT LEARNING

To what extent does the school provide conditions for effective student learning?

Students report a sense of feeling safe, having pride in their school and valuing strong relationships with staff who 'care about them' as individuals. The panel evidenced a strong culture of learning which was verified and supported by the broader community.

Whilst most students had a positive outlook, students in the senior school did not have this view. This is an historical issue and a reflection of decreasing cohorts in the senior school and reduced subject choice. The school is fully aware of this issue, however the support and encouragement provided by staff was reflected in students' positive comments.

Identified students have an individual learning plan which is known by staff and supports their learning. SSOs are aware of student needs and use effective strategies to assist students in accessing the curriculum.

Streaky Bay Area School has structured opportunities for student leadership but this is predominantly of an organisational nature. Implementing and embedding processes that provide all students with regular opportunities to have input into their learning will deepen their ownership of their learning, and promote a positive sense of themselves as learners. The panel evidenced pockets of quality practice where some teachers shared learning intentions and success criteria but this was not evidenced consistently across the school.

Students reported wanting more ownership of their learning and articulated the need for success criteria to help them monitor their progress and inform their next steps in learning. Some students reported valuing teacher feedback which occurred whilst they were engaged in a task, however, this was not evidenced as consistent practice and was identified by some staff as an area for development.

Students at Streaky Bay have the opportunity to become partners in their own learning by being provided clarity about what they are learning, the purpose for the learning and how to monitor their own success.



When teachers discuss and collaboratively develop success criteria with students, impact on learning is heightened.

Direction 3 Strengthen student agency in learning and provide opportunities for all students to receive stretch and challenge through co-constructing the curriculum, the consistent setting of individual learning goals, and establishing clear learning intentions and success criteria which enable students to monitor and assess their learning.

Outcomes of the External School Review 2019

Streaky Bay Area School has a strong sense of community and students report being connected with staff who really care about them as individuals. The school is a community hub which was reflected strongly throughout the consultation process by all stakeholders. The school hosts a community library and swimming pool which is supported by volunteers and the broader community. The principal provides educational leadership as part of a supportive and proactive leadership team. There is a clear focus on learning that is known and supported by the community.

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

- Direction 1** **Develop clear structures and processes which strategically and explicitly connect, drive and support the improvement agenda and provide regular opportunities for monitoring, evaluation and review.**
- Direction 2** **Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be integral aspects of everyday learning for all students.**
- Direction 3** **Strengthen student agency in learning and provide opportunities for all students to receive stretch and challenge through co-constructing the curriculum, the consistent setting of individual learning goals, and establishing clear learning intentions and success criteria which enable students to monitor and assess their learning.**

Based on the school's current performance, Streaky Bay Area School will be externally reviewed again in 2022.



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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 2018, 75% of year 1 and 88% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline from the year 1 and an increase from the year 2 historic baseline averages.

In 2018, the reading results, as measured by NAPLAN, indicate that 80% of year 3 students, 78% of year 5 students, 92% of year 7 students and 62% of year 9 students demonstrated the expected achievement under the SEA. For years 3, 5 and 7 this result represents an improvement and for year 9 this represents little or no change from the historic baseline average.

For 2018, years 3, 5 and 9 NAPLAN reading, the school is achieving within and at year 7 above, the results of similar students across government schools.

In 2018, 24% of year 3, 26% of year 5, 42% of year 7, and 8% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents a decline from the historic baseline average and over the past three years has shown a downward trend from 44% in 2016 to 24% in 2018.

For those students who achieved in the top 2 NAPLAN proficiency bands in reading, 50%, or 5 out of 10 students from year 3 remain in the upper bands at year 5 in 2018, 67%, or 6 out of 9 students from year 3 remain in the upper bands at year 7, 50%, or 1 out of 2 students from year 3 remain in the upper bands at year 9, and 25%, or 1 student from year 7 remain in the upper bands at year 9 in 2018.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 72% of year 3 students, 70% of year 5 students, 100% of year 7 students and 46% of year 9 students demonstrated the expected achievement against the SEA. This result represents little change for year 3, however for years 5 and 7 demonstrates an improvement and for year 9 a decline from the historic baseline average.

For 2018, years 3, and 9 NAPLAN numeracy, the school is achieving lower, for year 5 within, and for year 7 above the results of similar groups of students across government schools.

In 2018, 20% of year 3, 0% of year 5, 21% of year 7 and 15% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents little or no change from the historic baseline average.

For those students who achieved in the top 2 NAPLAN proficiency bands in numeracy, 0%, or 0 out of 1 student from year 3 remain in the upper bands at year 5 in 2018, 80%, or 4 out of 5 students from year 3 remain in the upper bands at year 7, 100% or 1 out of 1 student from year 3 remain in the upper bands at year 9 and 67% or 2 students from year 7 remain in the upper bands at year 9 in 2018.

SACE

In terms of SACE completion in 2018, 82% of students enrolled in February and 90% of those enrolled in October who had the potential to complete their SACE, did go on to successfully achieve SACE. This result for October SACE completion represents an improvement from the historic baseline average.

For compulsory SACE Stage 1 and 2 subjects in 2018, 100% of students successfully completed their Stage 1 Personal Learning Plan, 100% of students successfully completed their Stage 1 literacy units, 93% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2018, 100% of grades achieved were at 'C-' level or higher, 19% of grades were at an 'A' level and 38% of grades were at a 'B' level. For 'C-' level or higher performance, this result is above, and for 'A' and 'B' levels, within the historic baseline averages.