

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Port Broughton Area School

Conducted in February 2020



Government of South Australia
Department for Education

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 the school community. While not all review processes, artifacts, 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 Rob McLaren, Review Officer of the department's Review, Improvement and Accountability directorate and Tobias O'Connor, 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 Services Officers (SSOs)
 - Student groups
 - Teachers

School context

Port Broughton Area School caters for students from reception to year 12. It is situated 170km from the Adelaide CBD. The enrolment in 2020 is 141 students. Enrolment at the time of the previous review was 148. The local partnership is Northern Yorke.

The school has an ICSEA score of 969 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population includes 6% Aboriginal students, 7% students with disabilities, 1 student with English as an additional language or dialect (EALD), 3 children/young people in care, and 35% of families eligible for School Card assistance.

The school leadership team consists of a principal in their 2nd year of their tenure, a deputy principal, coordinators in secondary pathways, student wellbeing, as well as a literacy and numeracy coach.

There are 18 teachers, including 6 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** **Develop and enact a cycle of improvement with a documented plan and timelines for regular and systematic development, enactment, review, and evaluation.**
- Direction 2** **Explore and enact pedagogies that support students to develop perseverance and to deepen and stretch their learning in all curriculum areas.**
- Direction 3** **Strengthen and advance teachers' key pedagogical practices by using a range of performance development processes, aligned to Professional Development Plans and SIP priorities.**
- Direction 4** **Explore ways of enabling greater student influence in the learning process, and greater connection of the SRC with the school's improvement agenda.**

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

Evidence provided to the panel highlighted the impact of the implementation of the previous directions on the school's development. Teachers and leaders positively commented on the more explicit improvement focus, as outlined in the Site Improvement Plan (SIP). At staff meetings, teachers have made commitments to action as part of 50-day cycles of improvement connecting their work to these improvement goals. Performance development planning has strengthened with individual staff goals in performance development plans (PDPs) aligned with those of the SIP. Staff commented that PDPs are now working documents which can be changed and reviewed.

To strengthen student connection to the requirements of the curriculum, teachers have deconstructed achievement and performance standards with students developing learning intentions and success criteria. Teachers described using strategies such as Bump-it walls to stretch students in their writing.

Network learning groups (NLG) have influenced the improvement of pedagogical practices providing opportunities for teachers to develop more significant challenge in task design and consistency of judgment through moderation of student work. Teachers have focused on developing with students

question-answer-relationship (QAR) and reciprocal teaching strategies to build student capacity to understand the expectations of learning.

Teachers have been exploring effective feedback strategies with students to inform their practice and guide the planning of learning. Teachers described using student surveys and classroom questioning techniques.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

The previous review identified the need to enact a cycle of improvement with a documented plan and timelines for regular and sustained development, enactment, review, and evaluation. With support from the local education team (LET), leaders reflected on school data and information provided in guidebooks and developed the current SIP and its goals for improvement. To further strengthen growth, leaders described the development of leadership and teacher capacity using leadership training programs, 50-day action plans, clinical protocols within the PDP process, and the development of growth coaching. Individual teacher goals and those of the SIP are aligned in the PDP process. Teachers cited examples of their involvement in evidence-based improvement processes at 'data days' and the use of pre-testing, post-testing and PAT data to track improvements in student learning.

Teacher engagement and connection with the SIP goals, actions, and challenges of practice to improve practice has been a focus of development in staff meetings. Teachers commented positively on the support provided to them by leadership and coaches in staff meetings, regular check-ins, extra non-instructional time (NIT), performance and development meetings, and professional learning. Leaders provided the panel with examples of teachers' commitments for improvement in developing identified strategies of QAR and reciprocal teaching.

The panel acknowledges the evidenced-based improvement work of the early year's team in reviewing student achievement data and developing agreements of practice in phonics and grammar. Conversations with teachers identified that many had a good knowledge of what the SIP goals for improvement are and an understanding of their development. However, a large number were not clear of the agreed actions and targets, and their roles in improving practice enabling the achievement of the challenges of practice and leading to successful student outcomes. There is an opportunity to revisit with teachers the planned actions, targets, challenges of practice and develop clarity of their roles and responsibilities within effective, evidence-based, performance development processes.

Direction 1 **Strengthen school improvement processes that effectively improve teacher practice by implementing a process of professional dialogue with teachers that clarifies and strengthens their role and responsibilities in using effective, evidence-based, performance development processes.**

EFFECTIVE TEACHING AND STUDENT LEARNING

How effectively are teachers using evidence-based pedagogical practices that engage and challenge all learners? (in particular those in high bands).

Classroom observations provided evidence of a calm, well-organised environment conducive to learning. Teacher centered delivery was a predominant feature in the upper primary and middle secondary classrooms with teachers establishing the initial stages of learning in units of work for the term. More significant group work or one-to-one interaction with a variety of sound pedagogical approaches was evident in the early and senior years.

Comments from staff, students, and parents highlighted positive and supportive relationships between students and teachers as a strength of the school. Many students interviewed stated that teachers supported them and expected them to be successful, with many going 'out of their way', to get them across the line.

Some agreements of standard pedagogical practices were evident in the early years guided by programs with a focus on developing phonics, reading, and grammar skills. Intervention practices supporting identified students with literacy needs were observed with some teachers and leaders referencing best practices using the literacy and numeracy guidebooks. Leaders' described the development of students' questioning and reading skills using agreed strategies in QAR and reciprocal teaching. These new initiatives were not a strong feature in evidence gained from teacher discussions and classroom observations and may become more prominent in the future. Teachers discussed the development of learning intentions and success criteria as an improvement strategy to make learning more transparent and connected. However, evidence from student discussions and classroom observations highlighted that there was a lack of consistency in their implementation.

Students interviewed by the panel were asked if they were challenged or stretched and whether they knew how well they are progressing in their learning. Responses varied, but many believed they were given the same tasks as other students in the class with teachers then providing help. Feedback to students on their progress was mainly informal teacher comments, traffic light reports, and end of term reports. Students explained that the effectiveness of this in informing them of how to improve or the next steps in learning was highly dependent on who the teacher was. Some teachers provided feedback to students in a variety of ways, both verbally and in written form. Formative assessment was a common feature in teacher conversations and was visible in some classroom observations. Students in mathematics and art cited some highly effective practices. There was limited evidence, of teachers seeking feedback to improve their practice through the end of unit or term surveys.

Classes observed were focused on learning and teachers were utilising some tools and techniques to engage learners. However, there was a lack of consistency in the observed approaches to teaching and learning. Teachers commented that they spent considerable time supporting learners with learning needs trying to raise them to a standard sometimes at the expense of challenging students, especially those in high bands. While there was some evidence of effective differentiation of teaching and learning, there was limited evidence of this being consistent across the school. The panel did not cite agreements of best practice that would help guide teachers in their approach to teaching and learning. There is an opportunity to develop and document what highly effective, evidence-based, pedagogical practices will be utilised that supports all learners, in particular those in high bands.

Direction 2 Ensure challenge in learning through the identification, agreement, and ongoing development of evidence-based, high yield pedagogical practices.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

Learning design, assessment, and moderation (LDAM) strategies were one of the schools identified ongoing priorities of development. All leaders and teachers took part in partnership and portfolio training in learning and task design and engaged in moderation activities of student assessment. Leaders described how they collect all learning plans storing them electronically and providing staff with feedback on how they can be improved. It was not clear to the panel how effective this process has been. Teachers cited formative feedback training that enabled them to provide more useful feedback to students about the next steps in learning.

Leadership described the increasing importance of data within the school and teacher planning. A recent focus has been centered on teachers knowing each child and their learning needs, and that learning plans should reflect this. At the end of 2019, student achievement and progress datasets were shared with teachers at a data day. Leaders described how teachers reviewed the growth of the school concerning the agreed SIP targets and were required to use this data to inform their planning for learning and assessment in 2020. There was little evidence provided by teachers of regularly checking student achievement data to inform and refine teaching practice or preparation at an individual or class level. The panel saw minimal evidence of PDP processes described by teachers and some leaders. They varied in terms of line manager expectations of the development of student achievement and teacher practice.

Teachers described the differentiation of learning in a variety of ways. However, the main feature of this involved student choice in the way students worked or how they presented their work. Teaching and learning plans observed by the panel provided clear links to the requirements of the curriculum but little evidence of intentional differentiation of learning to meet student needs. Students interviewed confirmed this was the case describing being given the same task, and teachers then supporting them if they are struggling or when they ask questions.

An opportunity exists to further develop and strengthen teacher capacity in the effective differentiation of learning and task design to provide the opportunity for all students to be challenged and stretched through supportive evidence-based performance development processes.

Direction 3 **Ensure challenge and stretch for all learners by reaching agreement on what is highly effective differentiated practices in assessment and learning supported by evidence-based performance development processes.**

Outcomes of the External School Review 2020

At Port Broughton Area School, the influence of previous directions is evident with the school effectively using improvement planning and monitoring processes to support this work. Teacher and leader practice is positively impacted by effective systems that build capacity and provide effective conditions for student learning.

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

- Direction 1 Strengthen school improvement processes that effectively improve teacher practice by implementing a process of professional dialogue with teachers that clarifies and strengthens their role and responsibilities in using effective, evidence-based, performance development processes.
- Direction 2 Ensure challenge in learning through the identification, agreement, and ongoing development of evidence-based, high yield pedagogical practices.
- Direction 3 Ensure challenge and stretch for all learners by reaching agreement on what is highly effective differentiated practices in assessment and learning supported by evidence-based performance development processes.

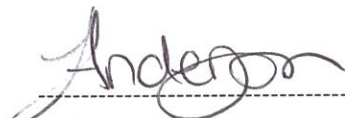
Based on the school's current performance, Port Broughton Area School will be externally reviewed again in 2023.



Andrew Wells
A/DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS



Joeline Anderson
PRINCIPAL
PORT BROUGHTON AREA 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 2019, 56% of year 1 and 78% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline for year 1 and little or no change for year 2, from the historic baseline average.

Between 2017 and 2019, the trend for years 1 and 2 has been downwards, from 100% to 56% and 94% to 78%.

In 2019, the reading results, as measured by NAPLAN, indicate that 100% of year 3 students, 83% of year 5 students, 90% of year 7 students, and 50% of year 9 students demonstrated the expected achievement against the SEA. For years 3, 5, and 7, this result represents an improvement and for year 9 a decline from the historic baseline average.

For 2019, years 3, 5, 7, and 9 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2019, 67% of year 3, 33% of year 5 and 0% of year 7, and 0% of year 9 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 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 33%, or 1 out of 3 students from year 3 remain in the upper bands at year 5, 0%, or 0 out of 2 students from year 3 remain in the upper bands at year 7, and 0%, or 0 out of 2 students from year 3 remain in the upper bands at year 9.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 100% of year 3 students, 67% of year 5 students, 100% of year 7 students, and 50% of year 9 students demonstrated the expected achievement against the SEA. For years 3 and 7, this result represents an improvement, for year 5 little or no change, and for year 9 a decline from the historic baseline average.

Between 2017 and 2019, the trend for year 7 has been upwards from 50% to 100% and downwards for year 5, from 91% to 67%.

For 2019, years 3, 5, 7, and 9 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools.

In 2019, 44% of year 3, 0% of year 5, 40% of year 7, and 25% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents an improvement from the historic baseline average.

Between 2017 and 2019, the trend for year 3 has been upwards from 17% to 44% and downwards for year 5, from 27% to 0%.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 0%, or 0 out of 1 students from year 3 remain in the upper bands at year 5, 75%, or 3 out of 4 students from year 3 remain in the upper bands at year 7, and 100%, or 1 out of 1 students from year 3 remain in the upper bands at year 9.

SACE

In terms of SACE completion in 2019, 71% of students enrolled in February and 100% 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. Between 2017 and 2019, the trend has been upwards, from 80% in 2017 to 100% in 2019.

For compulsory SACE Stage 1 and 2 subjects in 2019, 100% of students successfully completed their Stage 1 Personal Learning Plan, 100% of students successfully completed their Stage 1 literacy units, 100% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2019, 100% of grades achieved were at 'C-level or higher, 3% of grades were at an 'A' level, and 33% of grades were at a 'B' level. This result represents little or no change for the 'C'-level or higher grade, a decline for the 'A' level grade, and a decline for the 'B' level grade, from the historic baseline averages. Between 2017 and 2019, the trend for 'C'-or higher has been upwards, from 96% in 2017 to 100% in 2019.

Seventeen percent of students completed SACE using VET, and there was 5 students enrolled in the Flexible Learning Options (FLO) program in 2020.