

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Hallett Cove South Primary School

Conducted in November 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 Katherine Holman, Review Officer of the department's Review, Improvement and Accountability directorate and Brenton Hudson, 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
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Services Officers (SSOs)
 - Student representatives
 - Teachers.

School context

Hallett Cove South Primary School caters for students from reception to year 7. It is situated 25kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 115. Enrolment at the time of the previous review was 124. The local partnership is Marion Coast.

The school has a 2020 ICSEA score of 1023 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population includes 12% Aboriginal students, 34% students with disabilities, less than 5% students with English as an additional language or dialect (EALD) background, 6% children/young people in care and 30% of students eligible for School Card assistance.

The school has a school-based preschool with 11 enrolments.

The school leadership team consists of a Principal in the 3rd year of tenure and a Wellbeing Leader who also has responsibility for IESP coordination. The Principal moved to another position at the end of term 3 2021, an Acting Principal who had been at the school for 6 weeks was in the role at the time of the review.

There are 12 Teachers including 1 in the early years of their career and 7 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** **Develop systems to track and monitor student and cohort learning at regular intervals, strengthened by the implementation of assessments that are congruent with departmental research-based resources for school improvement.**
- Direction 2** **Embed a whole-school approach to ensure consistent understandings and practices in effective pedagogical practices with a specific focus on differentiation, moderation and reading.**
- Direction 3** **Strengthen and embed authentic student influence for learning across all year levels and learning areas, including embedding the language of learning with students and their families.**

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

Direction 1: A key focus has been on the development amongst staff of small group instruction practices in literacy and numeracy so that teachers can tailor learning to the specific needs of their students. Learning spaces have subsequently been adapted to cater for this and staff have completed several professional learning sessions on how to structure and plan for small group instruction. A professional learning team (PLT) model was implemented in 2019 in both literacy and numeracy. The work of the PLTs is closely aligned with the school improvement plan (SIP) goals around improving student learning outcomes in reading and number. A collective focus on the Big Six in Reading and the Big Ideas in Numbers has enabled teachers to see learning in these areas as developmental.

Over the course of 2020, the literacy PLT worked to construct the literacy (reading) agreement, which was implemented at the beginning of 2021. This agreement identifies the expectations around the components of a reading program and where the Big Six sit within it.

Furthermore, teachers are expected to have a high level of knowledge about each student's reading capabilities through listening to them read regularly. This knowledge helps shape an individual reading goal for each student based around either decoding, fluency or comprehension.

Direction 2: The collection and use of data has become more concise since the previous External School Review. A data collection schedule was developed and implemented at the beginning of 2020. All data is entered into a cloud-based data collection program that is easily accessible enabling individual students, classes and cohorts to be tracked consistently across the school.

Direction 3: Acknowledging that the management of student behaviour was a significant barrier to teaching and learning across the school was an important factor for implementing change. In 2019, the school undertook a thorough process to develop a behavioural education plan and procedure that was clear and consistent. A clear outline of the responsibilities of students, staff, and parents as well as the definitions on what constitutes positive, inappropriate and unacceptable behaviour has markedly increased standards in behaviour across the school. The year 5/6/7 class have been engaged in student led learning in their classroom.

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?

Effective school improvement planning is critical to improve teaching and learning. There is a greater emphasis on using data to inform practice and to reflect on the impact of teaching on student achievement. A cloud-based data collection program has been introduced as an effective tool to record the data so it is easily accessible to all staff. Teachers are monitoring student achievement at a class and whole-school level through the scheduled collection of relevant data sets.

The school has used NAPLAN and progressive achievement test (PAT) data to analyse and prioritise the goals, targets, and challenges of practice for the school improvement plan. A range of relevant data is being collected as per the assessment schedule and being used to track and monitor growth in student achievement.

Professional learning teams are analysing student data for diagnostic purposes and to inform instruction for whole-class, small group, or individual planning. Staff in the early years have undertaken professional learning in high quality phonemic/phonological awareness practices. Student growth is measured each term through phonological awareness skills mapping (PASM) and the improvement in student outcomes in the early years is evident through an increase in assessment scores. Staff reported to the panel that there is a need to strengthen their data literacy and be more precise in identifying areas for development for each student and to group students for small group instruction.

Students were unable to articulate what success looks like. The use of success criteria more consistently in classrooms in the form of a continuum, exemplars, or rubrics, will support students to realise what they need to know, do, and understand to be successful in their learning. They will be able to pinpoint their learning on the continuum and know what they can improve. There are opportunities to make this strategy explicit with staff by unpacking the line of sight from the challenge of practice to the success criteria in the SIP and developing an understanding of what this means for classroom practice and how they will monitor student progress towards achieving the success criteria.

Direction 1 **Ensure there is a clear line of sight from the SIP success criteria to the classroom and implement regular monitoring and tracking of student progress towards the criteria.**

Effective teaching and student learning

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

The school has engaged in a whole-school approach to build common understandings of effective teaching and develop capacity to implement evidence-based programs and practices to engage and challenge all learners. There is a focus on the SIP goals of improving student achievement in reading and numeracy and staff have collaborated in PLTs to support this work.

While these focus areas were being addressed concurrently a decision was made to prioritise the reading goal and implement consistent practices across the school. The literacy guarantee unit (LGU) has supported the school particularly in developing an understanding of phonemic awareness. There has been professional development to support staff to use data to target their planning and teaching to provide differentiation and address the various learning needs of their students.

All classes are using small group instruction as a strategy to target student learning needs. Running records and PASM data is used to inform this instruction to provide a differentiated teaching approach. Groups are fluid and formed on the learning focus and individual needs of students.

Reading goals are not yet used consistently across the school. One teacher talked about using running records to set learning goals that were reviewed and changed regularly. Some students reported they chose their own goals. Not all students could remember their goals and some goals were quite broad and not targeted to individual needs. The school is well placed to build staff capacity to use data to develop targeted reading goals with students that occur in a cycle of set, review and renew, explicitly teaching the strategies needed to achieve them. They must ensure there is rigor in teaching and planning particularly for the small group instruction and accompanying independent learning tasks.

Staff reported having ownership of the literacy agreements and being engaged in the development of them. While there is some consistency of implementation of the agreements across the school all the elements of the agreed daily routine are not evident in all classrooms. There is not a known structure of the literacy block to ensure all elements of the daily routine are implemented. For example, some students reported that they don't read to adults regularly as specified in the expectations of the daily routine. There are opportunities to strengthen this by unpacking the literacy agreement, so it is clear what it looks like in every classroom across the school each day and then embed these practices. The school has high numbers of part time staff making it essential to have a known structure or routine for the literacy block.

Direction 2 Develop and embed consistent, predictable, instructional routines in Literacy to support the implementation of learning agreements to provide greater consistency for students moving through the school.

Effective leadership

How well does leadership facilitate the development of coherent high quality curriculum planning and effective teaching?

The Principal strategically used the previous ESR Directions to drive the improvement journey over the last 3 years. There has been intentional strategies, processes and structures implemented to shift the levels of staff engagement and commitment to working together. Staff reported feeling valued and thought clearer, more focused direction, and greater opportunities to collaborate, were supportive in improving teaching and learning. Re-establishing the conditions for learning has allowed the staff to have a greater focus on teaching and learning. Teachers indicated student behaviour and engagement has improved. This creates opportunities to implement formative assessment strategies such as learning intentions and success criteria to make it clear to students what they have to do to achieve with clear direction of how to improve their learning. Feedback to students was not evident and this could be an effective strategy to improve student learning, engagement, and achievement.

Staff reported working in collaboration to share practice was effective in building their capacity to improve. In a small school it is essential to develop staff leadership capacity within the school so that responsibility and accountability is shared and distributed.

Working with external experts has supported staff to develop more targeted planning and focused teaching. There is a focus on small group instruction to accelerate student achievement however there is still a need to ensure rigor in this area and the associated independent learning tasks. Learning sprints have been used as a tool to pinpoint teaching based on next steps for learning and to measure the impact on student achievement. Collecting evidence of progress data will be essential moving forward.

The school is well placed to strengthen PLTs as a vehicle to build leadership capacity within the school and continue to use targeted teaching sprints and small group instruction to improve practice and monitor its impact on student learning. Staff have identified improving their data literacy would support them to target their teaching and monitor the impact on student achievement more effectively.

Direction 3 Build leadership capacity across the site particularly in data literacy to ensure greater precision and rigor in planning and teaching.

Outcomes of the External School Review 2021

Staff, students, and parents reported they valued the community feel of the school and enjoyed being at school. All groups also referenced that when it was necessary to be learning from home that the transition was seamless, and that communication was effective. The governing council members interviewed could not speak highly enough about the school. They were extremely satisfied with the teaching and learning. They liked the class sizes and the small community feel. They thought staff knew every individual child and their learning needs. They liked how inclusive the school is and felt communication and support from staff was exceptional. They also liked the multi age classes and reported they could see the greater focus on literacy and numeracy over the past few years. As governing council members, they were extremely well informed about the school including knowing the focus of the SIP.

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

- Direction 1** **Ensure there is a clear line of sight from the SIP success criteria to the classroom and implement regular monitoring and tracking of student progress towards the criteria.**
- Direction 2** **Develop and embed consistent, predictable, instructional routines in Literacy to support the implementation of learning agreements to provide greater consistency for students moving through the school.**
- Direction 3** **Build leadership capacity across the site particularly in data literacy to ensure greater precision and rigor in planning and teaching.**

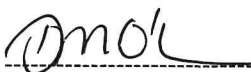
Based on the school's current performance, Hallett Cove South Primary School will be externally reviewed again in 2024.



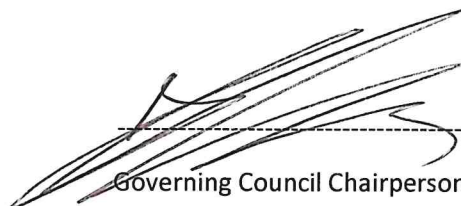
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Governing Council Chairperson

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 2020 27% of year 1 and 63% of year 2 students demonstrated the expected achievement against the SEA.

In 2021 the reading results as measured by NAPLAN indicate that 76% of year 3 students, 67% of year 5 students and 43% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents an increase, for year 5 little or no change, and for year 7 a decline from the historic baseline average.

For 2021 year 3 and year 7 NAPLAN reading the school is achieving within the results of similar students across government schools. For year 5 it is achieving above.

In 2021 35% of year 3, 32% of year 5 and 14% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents an improvement and for year 5 and year 7 a decline from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 40% or 2 out of 5 students from year 3 remain in the upper bands at year 5 and 100% or 1 out of 1 student from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 76% of year 3 students, 79% of year 5 students and 56% of year 7 students demonstrated the expected achievement against the SEA. For year 3, 5 and 7 this result represents little or no change and for year 7 a decline from the historic baseline average.

For 2021 year 3, 5 and 7 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools.

In 2021 18% of year 3, 33% of year 5 and 12% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents an improvement and for year 5 and year 7 a decline from the historic baseline average.

For those students in 2021 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 out of 0 students from year 3 remain in the upper bands at year 7.