

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Henley Beach Primary School

Conducted in February 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 Phil Garner, Review Officer of the department's Review, Improvement and Accountability directorate and Lynette Simons and Mary Shannon, Review Principals.

## 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 representatives
  - School Services Officers (SSOs)
  - Student representatives
  - Teachers.

## School context

Henley Beach Primary School caters for students from reception to year 7. It is situated 10kms from the Adelaide CBD. The enrolment in 2020 was 473. Enrolment at the time of the previous review was 496. The local partnership is Western Adelaide Shores.

The school has an ICSEA score of 1088 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes 1.5% Aboriginal students, 4% students with disabilities, 4% students with English as an additional language or dialect (EALD) background, 2% children/young people in care and 7% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 1st year of tenure and 2 Assistant Principals. Both of these roles are 0.6 admin/0.4 classroom and both are in their first year of tenure.

There are 30 Teachers including 3 in the early years of their careers and 15 Step 9 Teachers.

### The previous ESR or OTE directions were:

- Direction 1** Regenerate effective and efficient staff structures that are clearly connected, purposeful and understood by staff to facilitate collaborative endeavour in order to build and sustain a rigorous improvement culture.
- Direction 2** Embed evidence-based pedagogical initiatives to a high level of connectedness and sustainability across the school to further impact student engagement and intellectual 'stretch' for all learners.
- Direction 3** Strategically collect and use various sources of data and feedback to challenge and support staff to reflect, refine and monitor the impact of their professional practice to improve student engagement and intellectual 'stretch' in their learning.
- Direction 4** Support staff to implement and refine evidence-based teaching practices (aligned to TfEL and AITSL standards) through strategic professional learning and performance development opportunities that connect with and build upon the school's improvement agenda.

What impact has the implementation of previous directions had on school improvement?
<p>The improvement culture of the school has only recently begun to focus on developing an R-7 focus on commitment to collaboration. The development of effective structures and processes to support and bring about consistency of practice are still being developed. This report provides greater detail around the previous direction 1.</p> <p>Over time a variety of evidence-based pedagogical initiatives and programs have been implemented across the school. The absence of an R-7 approach has led to inconsistencies and varying degrees of implementation.</p> <p>The new leadership is highly focused on monitoring and tracking student progress and has introduced</p>

differing datasets to identify students' next steps in learning. The consistent and collaborative use of data to influence the teaching and learning program and individual differentiation continues to be an area for further development.

Implementation of previous direction 4 is reported under line of inquiry 3 in this report.

## 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 leadership team is focused on authentically engaging the whole school in a collaborative process that will build confidence, ownership and commitment to the school improvement planning process.

The introduction of School Improvement Plan (SIP) teams in reading and mathematics is providing opportunities for teachers to review, evaluate and influence the direction of the improvement journey. Strategically this is also providing shared leadership opportunities and further influencing collective accountability.

Staff meetings are targeted towards developing processes to implement and review the effectiveness of the SIP and developing whole-school systems including those that monitor the progress of student learning. When developed, whole-school approaches in literacy and numeracy have the potential to provide explicit guidance for teachers and promote consistency and excellence in practice across the school.

A coordinated and collaborative approach to monitor student achievement and measure the impact of pedagogical practices in the early years is driving continuous improvement. This is leading to significant improvement in reading results and consistency in teaching and learning practices.

The school is focusing on deeper analysis of student achievement data including PAT data. This is providing teachers with an improved understanding of the next steps in learning and the impact of their teaching on student achievement.

Strategies that identify the impact of teaching and learning on student achievement have been implemented by leadership. These strategies are reflected in the revised SIP and have the potential to provide greater focus for improvement. However, teachers have indicated the need for improved clarity and connections between the identified challenges of practice and expectations of classroom practice and student achievement.

The SIP is a significant and guiding document identifying specific challenges of practice and high impact actions with the potential to build teacher capacity and improve student learning. It is critical staff have ownership, commitment, absolute clarity and accountability about their responsibilities for its implementation and just how they will impact on classroom practice and student achievement.

**Direction 1     Improve student achievement and the quality of teaching and learning by ensuring absolute clarity of connections between actions, expectations and classroom practice.**



## Effective teaching and student learning

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

The school has implemented a number of effective evidenced-based programs over time that are highly effective in improving student achievement when implemented correctly. However, some of these programs and pedagogies have been introduced with varying degrees of implementation and commitment. As a result there is a lack of consistency and continuity of teaching and learning across the school. This has been perpetuated by inconsistencies in the development of whole-school agreements and high levels of teacher autonomy.

The school has introduced Brightpath as a moderation process. Although there are varying degrees of implementation across the school, most teachers are engaged with this initiative. Most students have opportunities to self-moderate their writing against the continuum enabling identification of their next steps in writing.

Learning tasks in most classes are aimed at the average ability level of students. Students are required to complete the same generic learning task before being presented with more challenging learning. Lower ability students struggle to complete some tasks and higher ability students complete the same task with ease. Students indicated they would like to see improved challenge and increased differentiated learning. The panel met with parents who also noted students in some classes are presented with limited opportunities to be challenged in their learning.

The panel evidenced high levels of student compliance which has the potential to be confused with engagement. This can lead to acceptance of less than challenging learning, limited student influence over learning and low levels of student progress.

Some teachers analyse student assessment data to identify and guide the teaching and learning program. The next step would be to ensure all teachers are undertaking this analysis to inform next teaching steps. In addition, it would be pertinent to engage students in identifying their own individual next steps. Formative assessment, learning intentions, success criteria and feedback mechanisms will enhance this approach to quality teaching.

The panel evidenced pockets of quality teaching and learning throughout the school. Providing opportunities for these to be replicated across the school will assist in building teachers' capacity and collective efficacy to achieve greater consistency of evidence-based teaching and learning.

**Direction 2     Improve student challenge by collaboratively developing and implementing formative assessment practices that engage students in their learning journey.**

## Effective leadership

How effective are the school's professional learning and performance and development processes in building teacher capacity?

Building teachers' capacity is foremost on the school's improvement agenda. The impact of professional development on building teachers' capacity and improved student outcomes will rely on a formal process of professional learning ensuring teachers know what is expected of them. Through the analysis of current pedagogical practices in the goal areas, the required professional learning and differentiated support required will become clearly evident.

While some staff indicated professional collaboration existed within their immediate year level team, there was less of an understanding of teaching and learning and pedagogical practices in other classes across the school. Teachers indicated an R-7 focus on professional collaboration would enable greater consistency and continuity in teaching, leading to improved learning outcomes for both teachers and students.

There is a strategic focus in developing a cohesive and collaborative leadership team and encouraging a whole-school collaborative culture through the building of respectful and trusting professional relationships. Most staff have acknowledged this and are excited about the improvement journey ahead.

The panel noted a general willingness of many staff to informally share and support each other in their learning. There are a number of highly experienced teachers at this school with the potential to provide individual support and guidance to their colleagues. The school has committed and professional staff and is well-placed to develop a formal culture of collaborative learning and a consistent approach to building teacher capacity across all R-7 classes.

Teachers have acknowledged and welcome the presence of leadership in their classrooms and value the informal feedback they receive. They have also indicated the need for a formal type of appraisal process to assist them to further build their capacity in the identified areas of the SIP. The school is well-positioned with a focus on what is going well and what needs to improve to introduce such a process.

Consistency of practice and effective collaboration are the goals. This requires a whole-school approach to building the capacity of teachers, resourcing the time required to undertake this effectively and a concentrated focus and commitment by everyone.

**Direction 3     Improve the quality of teaching through the development and embedding of whole-school practices that focus on collaboration, consistency of practice, clear expectations and high levels of accountability.**

# Outcomes of the External School Review 2021

The school is currently going through a period of adjustment with the appointment of a new leadership team. Changes of this magnitude invariably involve significant challenges for the school. However, the Principal has quickly gained the support of staff developing high levels of trust and credibility. The staff have indicated their commitment to the improvement journey and are excited about the future direction of the school. The school has the potential to achieve high degrees of success with a focus on the consistent implementation of high impact pedagogy, effective collaboration, whole-school accountability and a focus on the impact on student learning.

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

- Direction 1**     **Improve student achievement and the quality of teaching and learning by ensuring absolute clarity of connections between actions, expectations and classroom practice.**
- Direction 2**     **Improve student challenge by collaboratively developing and implementing formative assessment practices that engage students in their learning journey.**
- Direction 3**     **Improve the quality of teaching through the development and embedding of whole-school practices that focus on collaboration, consistency of practice, clear expectations and high levels of accountability.**

Based on the school's current performance Henley Beach Primary School will be externally reviewed again in 2024.



-----  
Kerry Dollman  
Director  
Review, Improvement and Accountability



-----  
Anne Millard  
Executive Director  
Partnerships, Schools and Preschools



-----  
Stephen Jolley  
Principal  
Henley Beach Primary 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 49% of year 1 and 66% of year 2 students demonstrated the expected achievement against the SEA.

In 2019 the reading results, as measured by NAPLAN, indicate 91% of year 3 students, 75% of year 5 students and 85% of year 7 students demonstrated the expected achievement against the SEA. For years 3 this result represents an improvement and for years 5 and 7 a decline from the historic baseline average.

Between 2017 and 2019 the trend for year 5 has been downwards from 88% to 75%.

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

In 2019 66% of year 3, 37% of year 5 and 37% of year 7 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, 55% or 22 out of 40 students from year 3 remain in the upper bands at year 5 and 56% or 14 out of 25 students from year 3 remain in the upper bands at year 7.

### Numeracy

In 2019 the numeracy results, as measured by NAPLAN, indicate 95% of year 3 students, 73% of year 5 students and 81% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents an improvement and for years 5 and 7 a decline from the historic baseline average.

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

In 2019 53% of year 3, 29% of year 5 and 35% 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 in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy 54% or 19 out of 35 students from year 3 remain in the upper bands at year 5 and 75% or 12 out of 16 students from year 3 remain in the upper bands at year 7.