



EXTERNAL SCHOOL REVIEW

Partnerships, Schools and Preschools Division

Report for O'Sullivan Beach Primary School
Conducted in April 2017



Government of South Australia
Department for Education and
Child Development

Review details

A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.

The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.

The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"

This Report of the External School Review 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.

The support and cooperation provided by the staff and school community is acknowledged. 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.

The External School Review Process includes verification by the Principal that key DECD policies are adhered to and implemented. This information is provided in Appendix One of the report.

This External School Review was conducted by Vonnie Dolling, Review Officer, Review, Improvement and Accountability Directorate and Rick Bennallack, Review Principal.

School context

O'Sullivan Beach Primary School is a Reception to Year 7 School located 28 kilometres south-west of Adelaide in the suburb of O'Sullivan Beach. The current school enrolment is 181. Enrolment at the school increased over the years 2012 (179) to 2015 (212), and has now returned to approximately 180 that was consistent in the three years prior. The school has an ICSEA score of 942, and is classified as Category 2 on the DECD Index of Educational Disadvantage.

The school population includes 14.8% (28) Aboriginal students, 17.9% (38) students with disabilities, 2.2% (4) students with English as an Additional Language or Dialect (EALD), 5.6% (10) children in care, and approximately 50% of families eligible for School Card assistance.

The school Leadership Team consists of a Principal in the second year of her first tenure at the school, two part-time Deputy Principals and a School Counsellor. One Deputy is in her second year at the school, and the other in the fifth year of her tenure, taking responsibility for Special Education. The current Principal has tenure of 5 years and follows a period of change in leadership when the school had four principals over four years.

Lines of Inquiry

In considering the data summary in the School Performance Overview (Appendix 2) and the Principal's presentation, the Review Panel explored the following Lines of Inquiry to evaluate the school's effectiveness towards raising student achievement and sustaining high performance. During the external review process, the panel focused on three key areas from the External School Review Framework:

Student Learning: How effectively is student learning growth monitored and evaluated?

Effective Teaching: To what extent does the school cater for the varied needs of learners?

Effective Leadership: To what extent is a positive and focused approach to improvement and change evident?

How effectively is student learning growth monitored and evaluated?

At O'Sullivan Beach Primary School, the Review Panel met with staff in pairs and groups, including four school leaders, nine teaching staff and eight ancillary staff. Staff presented a view of the school as one where teamwork and contribution is valued and the school works together and takes collective action and responsibility for improvement. All staff agreed that they 'have a clear understanding of their role in the site and the responsibilities of their job' in the staff Psychological Health Survey (October 2016). "People support each other in this school", was a staff comment echoed in multiple ways throughout the onsite visit. Students expressed a strong sense of belonging to the school, identifying having the opportunity to interact and make friends with a diversity of nice people, beyond family, and having "loads of good teachers with personality and a sense of humour" as strengths. Parents, with whom the Review Panel met, reported that "the teachers know all the students by name", parent teacher interviews "help parents be part of the school community", and praised the kitchen-garden program. The Review Panel observed a relatively new practice of teachers taking students out into the yard and dismissing them personally into the care of their parents. This action deliberately facilitates building connections with families and shows that the school values this partnership.

In focus groups, teachers shared with the panel an understanding that the school aims to ensure one year's growth for every student each year at school. Student achievement data is regularly looked at by staff, including considering the impact of attendance and engagement. Staff are highly conscious of the impact on student achievement and there is a documented and enacted attendance policy and monitoring action processes that are rigorously applied. The end-of-year report supports improving family awareness by

foregrounding the part attendance can play in student achievement over time, and gives specific detail of each student's attendance, lateness and reasons for being away in an easily accessible graph form.

School leaders talked with the panel about the regular use of system-generated data with staff and the panel heard about the use of data from both teaching and school support staff. The Review Panel observed the use of data walls in a range of ways. Students in the upper part of the school are taking on a 40-book challenge and tracking their progress in this and other challenges, as well as information about Lexile Levels, which was visibly displayed in classrooms. There is a whole-school data wall displaying results of the testing required by the school assessment schedule, including Running Records, the Single Word Spelling Test and data from the Progress Achievement Tests. This wall is situated in the space where staff gather for professional meetings, and provides a visual analysis of student achievement for the school, for year levels and for groups of students, using a traffic light approach. All teachers talked with the Review Panel about data being used to monitor student learning and growth and referenced the online Education Dashboard. Individual teachers talked about collecting evidence of student learning qualitatively, for example, via photographs, and comparing data from year to year between different cohorts and with other schools. The Aboriginal Education Teacher is leading tracking the outcomes and growth of Aboriginal students, closely monitoring progress and any impact on learning. The Review Panel can verify that the use of evidence and data-driven practice is very much part of O'Sullivan Beach Primary School.

Sixteen students met with the Review Panel in similar year-level forum groups. Students were asked, *What helps you to know how well you are going in your learning?* Student responses included involvement in the 3-way learning conferences, student goals that support them to know what they need to be working on and the written formal reporting process. The panel noted that student self-assessment and student perceptions about effort towards demonstrating the school values and personal capabilities were integral parts of both the mid and end-of-year report. Students referred to this level of self-assessment and some shared with the panel how the feelings they get when they are doing well help to confirm their success. Students commented, "We know ourselves if we've improved. You know how you get that feeling - a gut feeling", "It makes me proud because I tried my hardest", and "I get really proud, because every year I do better".

There is a language of learning derived from the Partnership focus of powerful learning that supports a positive approach to being a learner. The Review Panel saw and heard evidence of the use of the growth mindset with students and the language of reframing. The Review Panel heard that teachers model this in class. Student goal-setting and involvement in assessment and reporting processes is supporting students in developing metacognition. John Hattie refers to metacognition as 'helping pupils think about their own learning more explicitly'. Teachers talked with the Review Panel about supporting students to voice and articulate their learning. The Review Panel observed that the actions and behaviours of leaders and teachers demonstrated that they believe all students can learn. One teacher commented: "We have a belief in children's ability to be Powerful Learners".

A Powerful Learners scan consisting of twelve and twenty questions for Junior Primary and Primary students respectively was administered to students at the school in July 2016 and again in 2017. Data from these scans provides evidence of the development of students' thinking of themselves as learners. The school is building student influence, with one strategy being involving students in giving feedback to teachers. This is achieved formally and informally, including using the Describe, Analyse and Relate tool (DAR), and an emerging practice of 'student walkthroughs'. One teacher commented: "I used to think that the students really got what we were talking about, but by using the DAR, I realise that sometimes that's not the case". A Year 7 student reported that in using the DAR, "We know them and they know us", with reference to teachers. The Review Panel heard that using the *Relate* aspect of the DAR supported connecting students with a purpose for their learning. The school is beginning to involve students in negotiated learning through choice in learning pace, ways of demonstrating achievement and choices in learning tasks.

During the forums, students were asked, *What supports you to improve or get better in your learning?* Responses included, "Dojo points for being good" and "Feedback", which was described as being "People saying 'Good job' or 'Good effort'" ticks or stamps that had particular values and sometimes teachers or classmates saying, "You can do better". During classroom walkthroughs and in looking at student work samples, the panel identified degrees of formative assessment and both teachers and students talked of verbal feedback. Students talked of the use of drafting in improving writing, and one class is using the Two

Stars and a Wish routine to develop critical feedback. The Review Panel observed that some teachers are using lesson learning goals and one teacher is using iPad recordings to support students in self and peer assessment.

Research shows that building on prior knowledge and providing feedback to students related to explicit success criteria are high leverage ways that teachers can impact on student learning outcomes. There is opportunity to develop the feedback culture at O'Sullivan Beach Primary School so that students are clear about what it is they need to improve and how to go about it.

Direction 1

Strengthen student agency in learning improvement by using formative feedback that is targeted and timely and includes transparent prompts aligned to clear and shared success criteria.

To what extent does the school cater for the varied needs of learners?

Staff at O'Sullivan Beach Primary School work collaboratively across and within classrooms. The Review Panel heard that the Wave Intervention approach forms the basis of support for improved student learning outcomes and a key principle of this approach is that the practitioner is the intervention. There are a number of whole-school approaches and language which provide coherent curriculum for learners. Teachers talked of using data for grouping students, including across classes; for example, using the Phonological Awareness Skill Mapping assessment for students in Reception and Year 1. There is a Literacy Data Collection schedule that sets out the type of test, who it is for, when it needs to be administered and where the data from it is stored. Reception to Year 3 classes vertically group students for instruction in Jolly Phonics and Jolly Grammar, and teachers reported that these groups remain fluid.

The school has implemented a number of interventions to support students in targeted groups. Currently, Reception classes have additional School Services Officers (SSO) support at all times, and teachers reported that this was having a positive impact. Wave 2 and 3 interventions, informed by data, are in place to improve outcomes in literacy, numeracy and wellbeing for learning. These include MiniLit, MultiLit, Quicksmart, Speech programs and youth work support. The effectiveness of interventions to support inclusion, engagement and achievement is regularly evaluated. The Review Panel heard from SSOs, teachers and leadership staff, that there are ongoing conversations regarding the progress of students in targeted (withdrawn) intervention programs, and of the transference of student skills into the regular classroom. Parents reinforced that there were "lots of programs in place to help children who need it". There was strong teamwork reported and observed between SSOs and teachers in supporting students, and specific time provision enables and supports this communication and relationship.

SSOs reported a clear understanding of their roles. The Review Panel met with a focus group of six SSOs and heard that they feel well-supported to carry out their work. A range of training and development has been offered, including SMARTAR goals training, training with Autism SA and a group visit to the Special Education Resource Unit (SERU). SSOs talked of meeting with members of the Leadership Team about their own professional learning and feeling comfortable to identify particular learning needs. There was strong encouragement to keep up-to-date with relevant training.

Similarly, in teacher focus groups, the Review Panel heard that teachers engage collaboratively with colleagues and experts with curriculum understanding, and these professional learnings inform whole-school approaches. Teachers are keen to build their capacity in contemporary pedagogies and engage with the Partnership in Professional Learning Teams, using moderation to support consistency of practice and teacher judgement. Good pedagogy develops when teachers connect quality research to specific contexts and needs. Four teachers are, or have been, involved in a trial of Creative Body-based Learning (CBL), which is supporting meeting the diverse needs of learners. The school is applying this approach in the mathematics learning area. Teachers leading this approach conduct regular after-school workshops for all staff in aspects of the approach. The Review Panel asked teachers to discuss ways that they are able to cater for those students with capacity for high achievement. All teacher groups identified CBL as one such way and, during the staff meeting process, CBL was variously described as "a hands-on, minds-on approach", offering "different entry points" and a response to "students learn in different ways".

During the Review Panel's engagement with staff, teachers expressed a desire to work more often in

collaborative planning. Supporting students to achieve and maintain high levels of learning through higher-order thinking skills is an ongoing challenge for all educators, as is the case at O'Sullivan Beach Primary School. Some teachers are supporting students in challenging themselves through their goals. O'Sullivan Beach Primary School has a STEMworks grant, which will provide the infrastructure that supports an ongoing pedagogical shift in the design of learning and assessment to support students to develop and apply skills and concepts in new contexts, using collaboration, problem-solving and interdisciplinary thinking.

Direction 2

Provide intellectual stretch for all learners by using collaborative planning in learning design to support higher levels of achievement.

To what extent is a positive and focused approach to improvement and change evident?

At O'Sullivan Beach Primary School, the Review Panel saw a school that was cohesive. Students talked of valuing relationships at the school and parents commented that leaders had teachers on-board and all were "on the same page". There was agreement from staff and parents involved in panel conversations that the school has a renewed sense of focus and direction. The school Leadership Team have fostered an approach to change that is focused on the whole school and collective action. Ninety-six percent of respondents agreed that *Leadership at this site is effective* (Staff Psychological Health Survey October 2016). Teachers see their work as critical to the achievement of the Site Improvement Plan (SIP) and the panel heard from both teachers and leaders that revisiting the SIP in staff meetings regularly and using a traffic light approach to review progress, is positive, and ensures continued staff commitment. One staff member described the SIP as: "It is us on a page".

Throughout the on-site visit, the panel noted that there was school-wide language and consistent processes for behaviour support and development that supported a calm school environment and classrooms as places for learning. The Review Panel heard from leaders that a new behaviour policy, introduced in 2016, had supported better relationships with families. Professional learning and expectations that underpin positive behaviour interventions have been implemented, referencing Strategies for Managing Abuse Related Trauma (SMART) and non-violent crisis intervention. In October 2016, 95% of staff responded positively to the Psychological Health Survey prompt *I feel supported by the site's behaviour management processes*, with 5% having no opinion. This compares with a positive response from 63% of staff in March 2016.

Parents with whom the Review Panel spoke, indicated that the behaviour of students had improved, issues were "addressed with honesty" and credited the school's approach of working on "how to deal with people's emotions" as being helpful in achieving this change. Parents expressed the view that all staff are approachable and members of the Governing Council validated that their opinions are heard. Communication between home and school is managed in a range of ways and described by parents as being "very strong". Parents were positive about the use of the Seesaw app in informing them of what their child was doing at school and enabling learning conversations to take place at home.

The current school SIP is focused on actions and responsibilities and uses the four expectations of the Results Plus initiative as key drivers. The SIP has underpinned an ambitious change agenda working on improving learning outcomes from the classroom floor up. Staff indicated that the focus on using data to inform planning and actions was increasing and teachers displayed a willingness to engage in professional reflection and collaboration. The STEM Works provides a natural opportunity to refine the improvement plan going forward to drive a vision of O'Sullivan Beach Primary School as a school developing learners for now and for the future, using contemporary pedagogies and evidence-informed practices.

Direction 3

Focus strategic action by continuing to work with staff to refine the school improvement plan so that it is aligned to a few key strategies that underpin coherent site practice linked to an ongoing cycle of improvement.

What the school is doing particularly well and why this is effective?

During the review process, the panel verified the following effective practices that are contributing significantly to school improvement at O'Sullivan Beach Primary School.

Personalising learning, through the use of individual learning goals with students and documented Individual Learning Plans (ILP), strengthens partnerships with families and student engagement in learning. Every student at the school has an ILP that records learning targets and includes contributing actions for students, teachers and families. The Review Panel verified the school-wide practice of teachers working with students to set individual learning goals, which are reviewed regularly. All students in focus groups and in classroom walkthroughs could talk with the panel about their personal goals, and the Review Panel observed a range of ways in which they were made visible in classrooms. Parents, with whom the Review Panel spoke, made reference to the learning goals being communicated with families as one way that they were able to monitor the progress and achievement of their children. This was corroborated by the 2016 Annual Report when 100% of families responded positively to the new process of sending home individual student goals to families each term, enabling them to know what their child was currently working on and how to provide support at home.

Extended transition for new Reception students and their families. In 2016, a transition partnership with the local Children's Centre was arranged that supported both students and their families to engage with the school, connect with staff and become acquainted over time with school routines and expectations. Teachers reported this process as being very successful, with one parent commenting that there were "no attachment issues" and her child "settled straight away". Leaders talked about parents being more involved in the school and teachers talked about knowing students before they started, through meetings and visits with preschool staff. Teachers have also connected with preschool staff through the local Early Years' Forums.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2017

O'Sullivan Beach Primary School uses self-review processes to determine the impact school strategies are having on student achievement. Student achievement data and other evidence are used to inform decisions and actions at the individual, cohort and whole-school levels.

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

1. Strengthen student agency in learning improvement by using formative feedback that is targeted and timely and includes transparent prompts aligned to clear and shared success criteria.
2. Provide intellectual stretch for all learners by using collaborative planning in learning design to support higher levels of achievement.
3. Focus strategic action by continuing to work with staff to refine the school improvement plan so that it is aligned to a few key strategies that underpin coherent site practice linked to an ongoing cycle of improvement.

Based on the school's current performance, O'Sullivan Beach Primary School will be externally reviewed again in 2021.

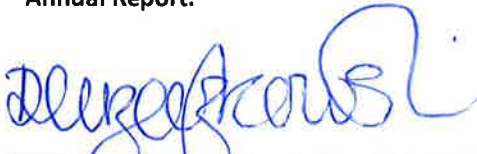


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EXECUTIVE DIRECTOR,
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The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.



Debbie Grzeczowski
PRINCIPAL
O'SULLIVAN BEACH PRIMARY
SCHOOL



Governing Council Chairperson

Appendix One

Policy compliance

The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.

The Principal of O'Sullivan Beach Primary School has verified that the school is working towards being compliant in all applicable DECD policies. The Principal advised action is being taken to comply with the following DECD policies:

Part 6: Site Procedures - Injury and Incident reporting: IRMS Reports not submitted within 12 hours of event.

Action: Regular reminders to staff and posters put up displaying new arrangements. Obligations also included in the staff handbook.

When the school's actions achieve compliancy with DECD policy and procedures, the Principal must resubmit the Policy Compliance Checklist to the Education Director.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2016 was 86.6%.

Appendix Two

School Performance Overview

The External School Review process includes an analysis of school performance as measured against the DECD Standard of Educational Achievement (SEA).

Reading

In the early years, reading progress is monitored against Running Records. In 2016, 25%, or 8 of 32 Year 1, and 38%, or 15 of 40 Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents a decline from the historic baseline average.

In 2016, the reading results, as measured by NAPLAN, indicate that 83%, or 19 of 23 Year 3 students, 52%, or 11 of 21 Year 5 students, and 67%, or 12 of 18 Year 7 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents an improvement, for Year 5, a decline, and for Year 7, little or no change from the historic baseline average.

Between 2014 and 2016, the trend for Year 3 has been upwards, from 79% in 2014 to 83% in 2016.

For 2016 Year 3 NAPLAN Reading, the school is achieving higher, and for Years 5 and 7, within the results of similar students across DECD schools.

In 2016, 17.4%, or 4 of 23 Year 3 students, 14.3%, or 3 of 21 Year 5 students, and 5.6%, or 1 of 18 Year 7 students achieved in the top two NAPLAN Reading bands. For Year 3, this result represents a decline from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in reading, and who are still at the school, 2 of 6 students from Year 3 remain in the upper bands at Year 5 in 2016, and none of the 2 students from Year 3 remain in the upper bands at Year 7 in 2016.

Numeracy

In 2016, the numeracy results, as measured by NAPLAN, indicate that 57%, or 13 of 23 Year 3 students, 52%, or 11 of 21 Year 5 students, and 50%, or 9 of 18 Year 7 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents little or no change, and for Years 5 and 7, a decline from the historic baseline average.

For 2016 Year 3 and 5 NAPLAN Numeracy, the school is achieving within the results of similar groups of students across DECD schools, and for Year 7 NAPLAN Numeracy, below the results of similar groups of

students across DECD schools.

In 2016, 4%, or 1 of 23 Year 3, 5%, or 1 of 21 Year 5, and none of the 18 Year 7 students achieved in the top two NAPLAN Numeracy bands. For Year 3, this result represents a decline from the historic baseline average.

Between 2014 and 2016, the trend for Years 3 and 7 has been downwards, from 12.5% (3 of 24) in 2014 to 4.3% (1 of 23) in 2016 in Year 3, and from 8.3% (2 of 24) in 2014 to nil percent (none of the 18 students) in 2016 in Year 7.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy and are still at the school, the one student from Year 3 remains in the upper bands at Year 5 in 2016, and the one student from Year 3 was not retained in the upper bands at Year 7 in 2016.