

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for O'Sullivan 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 Julie Bishop , Review Officer of the department's Review, Improvement and Accountability directorate and Leanne Prior, 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

O'Sullivan Beach Primary School caters for students from reception to year 7. It is situated 28kms from the Adelaide CBD. The enrolment in 2021 is 128 students. Enrolment at the time of the previous review was 165. The local partnership is Beach Road.

The school has an ICSEA score of 904 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 19% Aboriginal students, 13% students with disabilities, 9% students with English as an additional language or dialect (EALD) background, 3% children/young people in care and 71% of students eligible for School Card assistance. The principal reported a high level of transience in the area, with many students having attended multiple sites.

The school leadership team consists of a Principal in the 3rd year of tenure and a Deputy Principal in the 1st year of tenure with responsibilities for student wellbeing and Aboriginal education.

There are 11 teachers, including 1 in the early years of their career, 5 Step 9 Teachers and 1 highly accomplished teacher (HAT) Teacher.

### The previous ESR or OTE directions were:

- 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.**
- Direction 2**    **Provide intellectual stretch for all learners by using formative feedback that is targeted and timely and includes transparent prompts aligned to clear and shared success criteria.**
- Direction 3**    **Focus strategic action by continuing to work with staff to refine the school improvement plan that is aligned to a few key strategies that underpin coherent site practice linked to an ongoing cycle of improvement.**

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

The Principal reported that teachers and leaders are working together through a Learner Improvement Committee, to ensure all staff explore data collections to productively influence classroom practice for increased student achievement.

Consistency between staff and across classrooms is positively impacting staff and students' ability to make learning intentions explicit in each classroom and effectively utilise assessment data to inform teaching next steps.

Staff feel valued and work for the same goals, using common processes, and students can explain what they are learning and why. Behaviour data has decreased and students are better able to regulate emotions.

Student writing and phonics outcomes have improved. Staff are working to provide high-quality formative feedback to students to ensure they can actively engage in learning and goal-setting.

## Lines of inquiry

### Effective school improvement planning

To what extent are multiple measures of data and evidence used to inform next steps?

The school is to be commended for the strategic and comprehensive approach to school improvement planning (SIP). Three SIP goals were identified, including to increase the number of students in years 3-7 and meeting SEA in mathematics, reading and writing.

The school identified progressive achievement assessments in maths and reading (PAT-M and PAT-R) as their core datasets to track progress for students from years 3 to 7. Moderation of writing samples via a formative assessment tool was implemented to track and monitor progress achieved against the SIP target.

The Principal reported that the SIP was a working document with teachers, School Services Officers (SSOs) and leaders, collaboratively reviewing SIP progress twice a term. Nine focus students are selected from each class, namely 3 above SEA, 3 at SEA and 3 below SEA. The progress of these students is closely tracked and monitored against each SIP goal. Some staff indicated that they would appreciate the opportunity to select their own focus students when tracking and monitoring SIP progress.

Teachers are responsible for completing a review of their individual progress against the SIP at planned intervals. A comprehensive tracking tool was developed, where staff document and monitor progress against each SIP goal at regular points throughout the year. Staff are supported to connect SIP actions to student achievement data and reflect on the identified success criteria. Performance and development plans are also aligned to the SIP.

Staff recognised a diverse and extensive range of datasets and assessments used to track and monitor reading progress across the site. During the review staff identified that whole-school approaches in phonics, grammar and spelling are areas for further consideration.

The school has undertaken significant professional learning in mathematics, which included online learning and differentiated learning appropriate to levels of schooling. Datasets to inform SIP progress are currently reliant on PAT data in numeracy. Staff acknowledged that next steps included the identification and implementation of maths assessment tools from a whole-school perspective. The school is well-positioned to collaboratively undertake this work .

**Direction 1      Review and revise mathematics assessments to ensure multiple measures of data and evidence are used to inform next steps in learning across all levels of schooling.**

## Effective teaching and student learning

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

The leadership team is highly committed to ensure staff are well-supported to strengthen and embed effective pedagogical practices across the site. All teachers support students to set personal learning goals in reading, writing and numeracy.

Teachers and SSOs are provided with time to collaboratively plan learning and as such, they are integral partners in supporting student learning. Teaching staff acknowledged that SSO support in classes was highly respected and appreciated.

It was reported that students confidently identify where they are 'at' in their learning. At external school review interviews, students provided a range of strategies used when having difficulties in their learning and valued teachers knowing them as a person and as a learner. Many students believe they would benefit from ongoing opportunities to be challenged in their learning.

A diverse range of strategies were identified by teachers when working with students to set learning goals and review their progress, including the use of visual cues to indicate when they achieved their goal. Staff reflected that work in this area could be further progressed via peer assessments and sharing goals with family via the school's communication app.

There was considerable variance across the site when discussing the effectiveness of learning intentions and success criteria. In a survey conducted during the ESR 20% of staff indicated that students in a recent unit of work understood learning intentions to a high degree. However, 0% of staff indicated that students had understood success criteria to the same degree. Early years teachers reported that they ensure the learning intentions and success criteria are oral and highly visual.

Staff, during interviews, identified that the development and implementation of a consistent language in learning intentions and success criteria will strengthen and sustain a common language for learning across the site.

Staff reflections included that developing congruence in pedagogical practices across year levels and classrooms was an area for further consideration. The collaborative development of collective understandings will provide consistency and congruence across classrooms, year levels and areas of study. The school is well positioned to undertake this work.

**Direction 2 Collaboratively strengthen effective pedagogical practices through the development, implementation, and regular review of learning intentions and success criteria across identified areas of learning.**

## Effective teaching and student learning

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

The leadership team is to be commended for the thorough planning and processes used to support staff in the analysis of student data. Clear structures and processes were implemented across the site that support teachers to track and monitor student progress. All teachers recognise the importance of assessment data to inform instruction and are provided with a diverse range of datasets to strengthen and refine teaching. The panel also noted evidence of year and term overviews in every class.

Individual reading plans are developed and shared with families twice a year and included in mid-year and end-of-year reports, thereby providing students and their families with regular updates on progress. These plans include goals and strategies, which are monitored and adjusted as required.

Staff recognised that the 'O' drive is used to store student data. Spreadsheets of individual student datasets are automatically updated from the 'O' drive, thus ensuring that all staff have access to current data to inform next steps in learning at class, cohort, and individual levels.

Teachers acknowledged the need to develop consistent understandings in the identification, implementation and application of the 'valued' assessments to inform next steps via planned and professional learning.

It was also identified that dedicated time for teams to plan, collaborate and moderate would strengthen differentiated curriculum planning and instruction across areas of learning and levels of schooling.

During interviews, some staff acknowledged that providing students with the opportunity to give feedback to teachers on how they prefer to learn was an area for further consideration. Several staff noted that students share feedback with their learning partner and provide feedback to each other.

Some staff reported that it would be beneficial to share successful practices in formative assessment, which could then be adapted across the site, thereby strengthening consistency and congruence. The panel noted high levels of commitment to continual improvement from all staff. As such, the school is well-placed to develop and embed a whole-school approach in formative assessment across areas of learning and levels of schooling.

**Direction 3 Collaboratively develop and embed a whole-school approach to formative assessment that is shared with students and parents.**

# Outcomes of the External School Review 2021

The student population of O’Sullivan Beach Primary School is diverse and complex. The school’s planning processes ensure the specific needs of each student are addressed in a comprehensive and inclusive manner. The school is to be commended for the comprehensive approach to improvement planning processes. Each teacher is accountable to track, monitor and reflect on their progress in the SIP twice each term. The school is strongly committed to building the capacity of all staff so that individual teachers undertake responsibility for identified areas of school improvement. The Principal reflected that this has resulted in developing experts within the site.

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

- Direction 1**      **Review and revise mathematics assessments to ensure multiple measures of data and evidence are used to inform next steps in learning across all levels of schooling.**
- Direction 2**      **Collaboratively strengthen effective pedagogical practices through the development, implementation, and regular review of learning intentions and success criteria across identified areas of learning.**
- Direction 3**      **Collaboratively develop and embed a whole-school approach to formative assessment that is shared with students and parents.**

Based on the school’s current performance, O’Sullivan 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



-----  
Mandy Hackett  
Principal  
O’Sullivan 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 50% of year 1 and 48% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

In 2019 the reading results as measured by NAPLAN indicate that 64% of year 3 students, 48% of year 5 students and 73% of year 7 students demonstrated the expected achievement against the SEA.

For years 3 and 5 this result represents a decline from the historic baseline average. For year 7 this result represents an improvement from the historic baseline average.

Between 2017 and 2019 the trend for year 5 has been downwards from 65% to 48% and the trend for year 7 has been upwards from 54% to 73%.

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

In 2019 18 % of year 3, 4 % of year 5, and 0 % of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents a decline from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading 17% or 1 out of 6 students from year 3 remain in the upper bands at year 5 and 0% or 0 out of 3 students from year 3 remain in the upper bands at year 7.

### Numeracy

In 2019 the numeracy results as measured by NAPLAN indicate that 64% of year 3 students, 52% of year 5 students and 47% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents an improvement from the historic baseline average. For years 5 and 7 this result represents little or no change from the historic baseline average.

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

In 2019 0% of year 3, 4% of year 5 and 13% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents a decline from the historic baseline average.

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