

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Beachport 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 Sue Mittiga, Review Officer of the department's Review, Improvement and Accountability directorate and Sunny Vogt, 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

Beachport Primary School caters for students from reception to year 7. It is situated 384 kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 54. Enrolment at the time of the previous review was 44. The local partnership is South East Coast and Vines.

The school has a 2020 ICSEA score of 1024 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes no Aboriginal students, less than 5% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 12% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 4th year of tenure.

There are 3 Teachers including 1 in the early years of their career and 1 Step 9 Teacher.

The previous ESR or OTE directions were:

- Direction 1** Refine whole-school literacy and numeracy agreements and their implementation, to embed consistent effective evidence-based pedagogies, engaging and challenging all learners.
- Direction 2** Strengthen and embed communication and consultation processes that supports all members of the school community, staff, parents, and students to effectively engage with the school, focusing on improved learning outcomes for students.
- Direction 3** Strengthen and embed a cyclical approach to comprehensive review and school improvement, ensuring a clear focus on high expectations for student achievement.

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

Direction 1 Literacy and numeracy agreements have been refined and implemented across all classes. A coherent data schedule and data wall have been developed to track and monitor individual student achievement across the school. Evidence informed programs have been adopted to support intervention strategies. Professional development has been aligned to the school improvement plan (SIP) and staff have engaged with evidence-based training to inform their practices.

Direction 2 The Principal has implemented a range of strategies to improve communication across the school. These include the consistent use of a digital platform preschool to year 7 to inform parents about their child's learning. SIP goal progress and learning updates are communicated in newsletters and through regular reports to governing council. Regular informal chats with the Principal provide an opportunity for all parents to have a voice. A weekly staff e-mail includes SIP and calendar updates.

Direction 3 The school vision has been refreshed and a cyclic approach to school improvement has been implemented that is owned and understood by all staff. The SIP actions are evidence-informed and effective pedagogical changes have been implemented in classrooms through cyclic learning sprints. Staff review and evaluate the SIP through scheduled data analysis staff meetings. The impact of learning sprints against the success criteria are reviewed at a term 4 SIP review day.

Lines of inquiry

Effective school improvement planning

How effectively does the school use improvement planning processes to raise student achievement?

Quality school improvement planning improves teaching practice and strengthens its impact on student learning. The Principal has developed a positive school culture of support and improvement and led the implementation of a new school vision that is collaboratively owned and actioned by the school community. Communication structures and strategies have been embedded and student achievement data is showing improvement and growth.

Staff have a shared understanding and ownership of the school improvement plan and are committed to trialling SIP actions through cyclic sprint processes. There is a clear line of sight from the challenge of practice to the classroom and staff work collaboratively to review, evaluate, and monitor the impact of the SIP. Performance development goals and professional development are aligned to the SIP goals and actions. Staff participate in professional development that is evidence-informed. This has resulted in implementing writing moderation, explicit teaching of writing, vocabulary development, and phonics and phonemic awareness programs.

The SIP goals and targets are data informed and staff analyse whole-school data and cohort data sets to inform their practice. Individual student achievement data is tracked and monitored. A data schedule has been documented and a data wall has been established. This has built data transparency and collective ownership of learning outcomes for all students across the school. Evidence-based intervention programs in literacy and numeracy have been implemented for students below the Department for Education Standard of Educational Achievement (SEA).

Literacy, numeracy, and pedagogical agreements have been developed and are being actioned by most teachers. Agreement checklists are being used by staff as a self-auditing tool to identify their next steps and the support they require to embed them into practice. Ensuring that pedagogical agreements are consistently embedded across all classrooms will also support the implementation of high impact teaching strategies.

Teachers are beginning to implement the new South Australian Curriculum units of work. The school is well positioned to map the curriculum R – 7 and embed consistent curriculum and pedagogical practices across all classes. This would ensure students are accessing a guaranteed and viable curriculum and that learning progression entitlements are being accessed particularly across multi-year level classes.

Direction 1 Embed consistent curriculum planning and pedagogical practices R-7 to ensure students in multi-year level classrooms are accessing their learning progression entitlements.

Effective teaching and student learning

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

Teachers are engaging with learning and transferring their knowledge into classroom practice. They are committed to improvement, evidenced by the changes they are making in the classroom.

There are many examples of high impact teaching strategies being implemented including inquiry processes to develop students' thinking and questioning skills. Junior primary students self-assess their writing against a bump it up wall, using exemplars to understand the structures and features and what they need to do to improve.

Implementing and embedding individual student learning goals in reading and writing is an effective strategy being used by some teachers. Student goals are specific, measurable, and actioned. Upper primary students could describe their goals and the steps they need to take to achieve success. They check-in regularly with their teacher to discuss the learning strategies, or once their goal is achieved, to negotiate their next goal. Individual learning goals are shared with parents. It is an ongoing cyclic process.

The panel saw evidence of effective written and verbal feedback being provided to students from teachers. Written feedback and rubrics were more consistently used in the upper primary class. Whilst there were some examples of peer feedback processes being implemented, the school is well positioned to provide greater opportunities for students to give feedback to each other and to their teachers about their learning, to further inform planning, differentiation, and task design.

Empowering students to know and understand their learning data would support this, as would embedding consistent pedagogical practices such as learning intentions and success criteria throughout the school, enabling students to reflect, give feedback on and monitor their own learning.

A range of assessment data is used to inform differentiated practice for example, phonological screening tests, running records, and moderation data gathered through the implementation of a whole school writing assessment tool. It is timely for the school to undertake a deeper analysis of diagnostic and formative assessment data to inform their teaching and learning. Data led and data informed teaching sprints for example, would strengthen teachers' ability to evaluate the impact of their teaching practice on student learning outcomes.

Direction 2 Strengthen staff ability to review and evaluate the impact of their teaching practice on student learning through a deeper analysis of diagnostic and formative assessment data.

Outcomes of the External School Review 2021

The Principal of Beachport Primary has built a strong, positive culture throughout the whole-school community. The school is highly regarded by students, parents, and staff. Parents commented positively about the small community feel of the school, the caring and supporting nature of staff and students and the levels of communication they received. Staff are committed to improving their practice and work collaboratively to improve the learning outcomes for students

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

- Direction 1** **Embed consistent curriculum planning and pedagogical practices R-7 to ensure students in multi-year level classrooms are accessing their learning progression entitlements.**
- Direction 2** **Strengthen staff ability to review and evaluate the impact of their teaching practice on student learning through a deeper analysis of diagnostic and formative assessment data.**

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



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Dianne Loveday
Principal
Beachport 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).

In considering the data below, there needs to be some caution in making a judgement due to the low numbers represented in the student cohorts at the school. This is done for two reasons: to overcome the anomalies that may occur in any one year and to minimise the possibility of identifying individuals in any small cohort of students. The data below represents a summary of the aggregated data from Beachport Primary School from 2017 to 2021.

Further information concerning school performance is available in the school's annual report.

Reading

In the early years reading progress is monitored against Running Records. From 2017 to 2020, 38% of year 1 and 38% of year 2 students demonstrated the expected achievement against the SEA.

From 2017 to 2021, the reading results as measured by NAPLAN, indicate that 94% of year 3 students, 79% of year 5 students and 86% of year 7 students demonstrated the expected achievement against the SEA.

For 2021 year 3 and 5 NAPLAN, the school is achieving within, and for year 7 above, the results of similar students across government schools. Between 2017 and 2021, 48% of year 3, 24% of year 5, 25% of year 7 students achieved in the top 2 NAPLAN reading bands.

Numeracy

From 2017 to 2021, the numeracy results as measured by NAPLAN, indicate that 94% of year 3 students, 82% of year 5 students, 96% of year 7 students demonstrated the expected achievement against the SEA.

For 2021 year 3, 5 and 7 NAPLAN numeracy, the school is achieving with the results of similar students across government schools. From 2017 to 2021, 48% of year 3, 6% of year 5, 18% of year 7 students achieved in the top 2 NAPLAN numeracy bands.