

Department for Education

External School Review

Partnerships, Schools and Preschools division

On-track evaluation report for Christies Beach High School and Southern Vocational College

One-year return conducted in November 2019



On-track evaluation process

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.

All government schools are externally reviewed over a 3-year cycle. After the review the principal and the governing council chairperson receive a written report with a number of directions for improvement.

A copy of the ESR report is available on the school website.

The External School Review framework is referenced throughout all stages of the ESR process.

In some cases, when the review panel identifies limited achievement and growth, together with evidence about the school's capacity for systematic improvement, a school is advised that they will be visited again in 1 rather than 3 years' time (1 year return).

Schools with a 1-year return are assisted by the education director and other department staff to receive additional coordinated and targeted support. This intervention is focused on building the school's capacity to improve teaching and learning across the school, lift expectations and achieve improved student learning results as measured against the Department for Education Standard of Educational Achievement.

Following intervention, which occurs for 12-15 months after the ESR, a review panel conducts an on-track evaluation (OTE) to determine the extent to which the school has, with external support, developed sustainable internal capacity to improve effectiveness and raise student achievement.

The school's school improvement plan (SIP) is the main document used to inform the OTE.

This OTE visit was conducted by Rob McLaren, Review Officer of the department's Review, Improvement and Accountability directorate, and Maxine McSherry, Review Principal.

The OTE report should be read in conjunction with the report of the External School Review conducted at Christies Beach High School and Southern Vocational College in March 2018.

Directions from the External School Review report March 2018

1. Increase student involvement and engagement in learning through the provision of clear learning intentions, success criteria, and high-quality feedback to all learners about their progress.
2. Develop and implement a continuum of learning across years 8 to 12, where required skills are taught using differentiated learning task design and authentic assessment.
3. Develop and implement a strategic improvement plan and ensure that all staff are skilled to contribute to its key priorities through whole-school processes and communication strategies.
4. Develop teacher and leader capacity to use data effectively to monitor student achievement and respond at the class, cohort and whole-school levels.

Additional information about the school context

The principal has advised that there have been no significant contextual changes to the school in the past 12 months. Significant infrastructure changes have been in progress culminating in the 2019 opening of three new spaces to support programs in Science, Technology, Engineering and Mathematics (STEM), an Inclusive Education Centre (IEC), Flexible Learning Programs and the ongoing development of the new middle school building.

Development of a school improvement plan

The principal has advised that the Priority Improvement Plan (PIP) was developed collaboratively with all members of the leadership team in the first instance and then shared with staff for their input at staff meetings. The principal and education director adjusted the PIP to ensure that its contents aligned to the previous directions.


The PIP was approved in November 2018 with all leaders developing their team action plans and aligning their individual performance development planning goals to the PIP. This initiative was further strengthened with all other staff aligning their performance and development plan (PDP) goals with the PIP.

Leaders within the principal team provided support for the PIP through fortnightly meetings with the principal and team meetings monitoring and supporting each of the PIP goals. All staff were involved in the review and reflection of the progress of the PIP and opportunities were provided for sharing evidence of achievements through scheduled staff meetings.

Finally, the principal and education director have reviewed progress formally at termly site meetings and through regular and informal conversations.

Strategic support provided to the school over the past 12 months

The principal has advised that the education director negotiated targeted professional support for the school from the Learning Improvement Division (LID) in skill mapping, teaching and learning plan development, interpreting and understanding PAT data, the continuation of the Developmental Language Disorder (DLD) project and an introduction to staff reflection of practice using the *TfEL* compass. Additional support was provided by the Support Services team.



Leaders described the greatest lever for change was the degree of internal coherence and clarity provided by the PIP and the support from the education director in ensuring a sharp focus with aspirational and achievable targets and appropriate provision of resources. The professional development program negotiated with LID and locally funded resources gave all teachers the opportunity to be deeply involved in the improvement work so that it linked explicitly to their own work.

Contribution of all leaders and buy-in from an overwhelming majority of staff gave the PIP work real traction.

Evidence and evaluation referenced to directions in the school improvement plan

Direction 1 Increase student involvement and engagement in learning through the provision of clear learning intentions, success criteria and high-quality feedback to all learners about their progress.

On-track evidence

A cohesive leadership team has supported the building of teacher capacity through professional learning while providing clear and consistent expectations of teachers in the planning of learning and assessment. The panel sourced evidence that:

- Targeted professional learning for staff in learning and assessment design has built capacity in effective planning of learning and enabled a common language of learning to develop.
- Key Process Statement (KPS) for teacher planning and monitoring of student progress was cited in providing clarity of expectations to teachers.
- Leaders were clear in their role of providing feedback and support to teachers on the quality of teaching and learning plans with reference to the KPS.
- The panel cited teaching and learning plans as well as assessment tasks on agreed templates illustrated teachers' planning for learning and assessment that were:
 - underpinned by skill mapping processes conducted to assure curriculum coherence
 - based on data with a literacy focus
 - clearly aligned to the curriculum expectations
 - developing consistency in the use of learning intentions and success criteria to make the learning more relevant and clear for students
 - showing greater planning for intervention based on student achievement data.
- Leaders believed that learning intentions and success criteria are being consistently used and were visible across the school. Teachers indicated that they were using various approaches to implementing them in the classroom. Students described the use of learning intentions and success criteria in the classroom as variable with a small number of teachers including them in their development.
- Teachers had developed differentiated assessment tasks showing multiple entry points for students to engage in.
- Teachers provided summative feedback to students about their progress through comments on assignments and tests, and formative feedback through comments on draft work, using surveys, exits cards, questioning techniques and verbal comments to students in lessons.
- DAYMAP learner management system allows student and parent access to check student progress through academic indicators.
- Some students described that they were beginning to discuss their progress with teachers in regards to their next steps in learning.

Review panel evaluation

Comments from leaders, teachers and students clearly show that a substantial amount of work has been undertaken to address student engagement and ensure curriculum entitlement. The provision of targeted professional learning to build teacher capacity to more effectively design learning using data in conjunction with agreed and documented processes to guide teacher practice, has strengthened discussions about

teaching and learning in PDP meetings. Teachers acknowledged that there is a greater focus in discussions with peers and leaders on planning and monitoring for success in learning.

Students described that feedback from teachers about their learning progress was important and that it came in many forms but that this was teacher dependent. Teachers highlighted greater use of formative assessment techniques, use of exit cards, end of unit and term surveys to gauge understanding and provide learning progress feedback to students.

A skills mapping exercise supported by leaders has provided focus to teachers to identify important curriculum demands for planning. While this is in the early stages of development it has allowed learning area teams to review curriculum continuity from years 8 to 12 and for teachers to explore the use of learning intentions and success criteria in making the learning expectations clearer to students. The panel sourced evidence that this is a developing practice and requires ongoing support to become effective embedded practice. An opportunity exists to further explore and develop authentic student agency in learning to support learner engagement and enhance high quality feedback.

Key action to incorporate into the school's planning:

There are no further changes to this direction.

Direction 2 Develop and implement a continuum of learning across years 8 to 12, where required skills are taught using differentiated learning task design and authentic assessment.

On-track evidence

To ensure curriculum entitlement for all students the school has built teacher capacity in learning area teams through professional learning from LID to design effective learning. This has been further supported by regular learning area skills mapping exercises (subject specific, general capabilities and graduate qualities) to guide teaching and learning and assessment design. Teachers acknowledged that this has been a large investment of time but is something that is starting to have greater traction on engagement in learning:

- Leaders clearly described how a continuum of learning skills in English and mathematics that sits alongside curriculum was being developed through regular meetings. Other faculties to complete in rotation. This is providing a more focussed view of progression through years 8 to 12.
- Early career teachers spoke positively of this as a support in their planning.
- Data from the DLD project has highlighted the need for differentiated learning and assessment design. Teachers commented that it is informing learning and assessment design.
- Assessment tasks were audited informing the need for professional learning to develop task clarity and accessibility for all students.
- A quality task checklist has been developed for teachers and was cited by the panel. Leaders described that more assessments are being submitted by teachers showing greater differentiation of practice.
- Key Process Statements are documented to guide teachers in utilising a continuum for planning.
- Leaders collected learning plans and provided feedback for improvement in planning through PDP processes.

Review panel evaluation

Leaders from learning area teams supported by LID have initiated curriculum review processes in which teachers have reviewed the demands of the curriculum to support more effective learning design. This has developed the capacity of teachers to be more familiar with the curriculum progression from years 8 to 12 and their ability to differentiate practice to meet the needs of students.

The panel cited learning plans and assessment tasks that demonstrated this focus of development and the agreements with the school KPS. Teachers and leaders described how they are discussing, in greater detail in PDP meetings, learning plans and assessment design. A number of teachers commented that there has been a gradual shift towards examining the effectiveness of these plans and tasks and the need to use data. A next step in this direction is to build teacher capacity in the development of moderation practices to refine assessment design and develop school and partnership consistency of judgement.

Key action to incorporate into the school's planning.

There are no further changes to this direction.

Direction 3 Develop and implement a strategic improvement plan and ensure that all staff are skilled to contribute to its key priorities through whole-school processes and communication strategies.

On-track evidence

- The leaders' presentation highlighted to the panel that the principal has a clear strategic vision supported by a united, cohesive leadership team.
- School documentation was cited providing a clear vision for learning.
- Teachers described a shift in culture supported and encouraged by leadership in supporting student learning.
- A clear and consistent approach to change implemented by all leaders: clarifying the issue; identify best practice; collaboratively develop practice using feedback and finally implement and review.
- Key Process Statements document agreements which are accessible to all and seen as important to guide teachers' and leaders' work.
- The agreed PIP was collaboratively developed by leadership in consultation with the education director and LID:
 - Leaders constructed 'action plans' for their teams to support the actioning of the PIP, further enhancing staff connection and ownership of its development.
- An improved focus on data was evident in the cited data collection and analysis calendar.
- Leadership and staff PDP goals were aligned to the PIP and formed part of regular evidence-based PDP discussions to track and monitor student progress and the priorities for improvement.
- Middle leaders' capacity to lead has been enhanced with professional learning and ongoing mentorship. This has developed communication and trust between staff while enabling leaders to have difficult conversations with staff.
- Targeted professional learning was implemented to support teachers and leaders in achieving the PIP success indicators.
- Staff comments show the developed PIP provided clarity of expectations in their work. Staff were very positive in their comments of the management of this process by leadership.
- Staff meeting and professional learning calendars were clearly articulated and provide opportunities for groups and individuals to share and develop practice.

Review panel evaluation

The panel sourced evidence confirming an intentional and inclusive approach to improvement planning and consistent leadership support for its successful implementation. Staff and the governing council chairperson spoke confidently about the school's direction, citing greater clarity and purpose. Leadership's coherent articulation of the improvement priorities has enabled teachers to have a greater connection between this and their work.

The panel found that the school's response to this direction has been undertaken effectively. It is important to review and recognise the successful elements of this work and apply them when engaging in the new improvement cycle. Ensuring systems are established to regularly monitor progress of the SIP outcomes will be key in the school's improvement work.

Key action to incorporate into the school's planning:

Revised direction: Ensure engagement and improvement in learning by engaging a collaborative, evidence-based development of the site improvement priorities.

Direction 4 Develop teacher and leader capacity to use data effectively to monitor student achievement and respond at the class, cohort and whole-school levels.

On-track evidence

- Leaders and teachers are far more informed about data to show student progress and through its use have realised the diversity of student learning needs.
- Teachers use data to inform planning as evident in cited learning plans.
- Professional learning provided to leadership has built their capacity to access and analyse data for planning, monitoring and tracking of student progress.
- A data schedule for collection and analysis of student achievement and wellbeing was cited.
- There are pockets of evidence where data is being used to influence the improvement of teacher practice.
- Professional dialogue of student progress in PDP discussions has a data focus.

Review panel evaluation

The profile of data has been raised at the school and leaders have engaged in its collection and dissemination. Teachers commented that they use data to inform their planning for learning and intervention. Learning plans provided to the panel highlighted this, but conversations with teachers showed a variability of data literacy and intentional planning by teachers based on data, remains an area for further development.

Leaders described the use of data in PDP conversations with teachers when discussing student progress and the development of school priorities. There was little evidence provided to the panel of data informing improvement of teacher practice. An area for further development is the building of teacher and leader capacity to use a variety of data sources, including student feedback to strengthen discussions about improvement of practice.

Key action to incorporate into the school's planning:

There are no further changes to this direction.

Outcomes of the on-track evaluation

Based on the evidence provided, Christies Beach High School and Southern Vocational College is on-track to effectively implement the External School Review directions.

Evidence sourced during the evaluation indicated that the influence of the previous directions is apparent in the school's improvement planning processes that are evidence-based and targeted. Effective leadership has provided strategic direction, planning and intervention, leading to effective conditions for student learning.

The review panel found that the clarity and focus of leadership in managing the successful actioning of the directions of the PIP has developed a positive school culture. The panel acknowledges this improvement is at an early stage but the school is well placed with staff feeling supported and engaged in the improvement agenda and positive about the direction the school is heading.

The principal will continue to work with the education director to implement the OTE key actions.

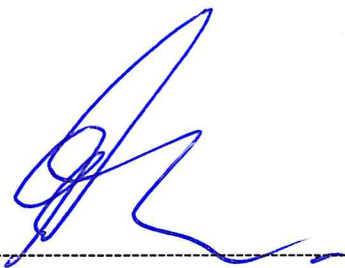
Based on current performance, Christies Beach High School and Southern Vocational College will be externally reviewed again in 2022.



Andrew Wells
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ACCOUNTABILITY



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Dear Graham,

Re: On-Track Evaluation (OTE) Report for Christies Beach High School and Southern Vocational College

I am writing to confirm the Executive Director, Partnerships, Schools and Preschools has considered and approved your school's OTE Report. We would like to thank you for checking the report for errors of fact when the report was submitted to you in draft format.

Together with your governing council chairperson please sign the report which was emailed to you, and distribute the report to your school and wider community by uploading it to your school's website within **4 weeks** of the date of the email.

The report identifies aspects of your school's performance which have been verified through the External School Review process. The report articulates improvements that require action from your school.

Your education director has a critical role to play in supporting you to address and implement the findings of this report, and to ensure key future steps are incorporated into your school improvement plan.

Thank you for your cooperation throughout the OTE process.

Please contact me if you have any questions.

Regards

A handwritten signature in black ink, appearing to read 'Andrew Wells'.

Andrew Wells
A/DIRECTOR
Review, Improvement and Accountability directorate
11 February 2020

CC: Education Director
Encl: OTE Report