

External School Review

Partnerships, Schools and Preschools division

On-track evaluation report for Beachport Primary School

One-year return conducted in February 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 focussed 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 (and produces an on-track evaluation report) 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 improvement plan (SIP) is the main document used to inform the on-track evaluation (OTE).

This OTE visit was conducted by Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate, and Rebecca Read, Review Principal.

The OTE report should be read in conjunction with the report of the External School Review conducted at Beachport Primary School in November 2017.

Directions from the External School Review report

November 2017

- Direction 1** Maintain high levels of student interest and motivation in all groups of learners by developing, embedding and regularly reviewing a whole school agreement about teacher application of pedagogies for engagement.
- Direction 2** Develop quality regular consultation and communication processes with parents, students, staff and community stakeholders, to ensure all community and stakeholder engagement with the school is directly linked to educational outcomes through quality learning design and outcomes-based allocation of resources.
- Direction 3** Develop an evidence-based whole-school improvement agenda and procedures for regular and comprehensive self-review.

Additional information about the school context

The principal has advised that she had been appointed temporarily at the beginning of 2018. Late in 2018 she was appointed for a 5 year tenure starting at the beginning of 2019. This has come after a number of temporary principal appointments over the previous few years. In addition to this, there have been a number of changes in the teaching staff since the external school review in November 2017.

Development of a priority improvement plan/school improvement plan

The principal has advised that the plan was sent to the executive director, Partnerships, Schools and Preschools in term 1, 2018.

Strategic support provided to the school over the past 12 months

The principal has advised that there was some early support from Learning Improvement division (LID) in relation to whole school agreements. The priority improvement plan (PIP) was developed by the principal soon after arriving at Beachport Primary School at the beginning of 2018. This was approved by the education director who continued to have regular reviews of progress with the principal throughout 2018.

Evidence and evaluation referenced to directions in the priority improvement plan

Direction 1 Maintain high levels of student interest and motivation in all groups of learners by developing, embedding and regularly reviewing a whole-school agreement about teacher application of pedagogies for engagement.

On-track evidence

- Clear evidence that the school has worked diligently to develop and implement whole school agreements in consultation with staff and parents through governing council;
- There has been purposeful exploration of a range of effective evidence-based pedagogies which the school is trialling working towards clear expectations of quality and consistent teaching practices across the school;
- Training and professional learning is closely aligned to the expectations of the teaching and learning in the literacy and numeracy agreements;
- Evidence-based intervention programs have been introduced for targeted students with SSOs and staff accessing the relevant training to support their work. Staff have also had the opportunity to observe implementation of these programs in other schools;
- Student achievement data is informing both class and intervention programs;
- Staff alert to the developmental needs of students and channelling resources strategically ;
- Alignment across the school community in the knowledge that student goal setting is valued and impacts positively on learning;
- Evidence of the use of learning intentions and success criteria across the school.

Review panel evaluation

The school has developed some strong foundations through the development of common agreements in literacy and numeracy. It is evident there is both collective and individual responsibility in the use of consistent and quality practices, which are based on data, to more effectively engage and challenge students. The school is continuing to review current pedagogies and programs to embed the quality teaching practices which best meet the needs of individual students.

Revised Direction Refine whole-school literacy and numeracy agreements and their implementation, to embed consistent effective evidence-based pedagogies, engaging and challenging all learners.

Direction 2 Develop quality regular consultation and communication processes with parents, students, staff and community stakeholders, to ensure all community and stakeholder engagement with the school is directly linked to educational outcomes through quality learning design, and outcomes-based allocation of resources.

On-track evidence

- Digital communication is being used across the school, with a focus on sharing children's learning development. There is some evidence of students annotating their own work however consistent application across the school and depth of use is developing;

- By teachers modelling descriptive learning on SEESAW there has been increased understanding of student learning by parents and they are providing feedback about their child's learning;
- There was clear evidence that parents and the school community value the increase and quality of the communication between school and family, both electronic and hard copy, community involvement, newsletters, informal meetings with the principal and approachability of staff. Importance is placed on building connections and relationships with the school community;
- The move to establish an online daybook to include both part-time staff and staff on leave to keep them up to date;
- Assemblies valued and happening regularly. Student representative council has increased responsibility to run these assemblies. Student learning and achievement of personal goals is celebrated at these events;
- Clear communication with governing council in areas such as planning, learning and improvement.

Review panel evaluation

The school has made significant progress in building strong links with the school community with a focus on learning. It was clear to the panel that the school is providing explicit links to educational outcomes for students through a range of communication modes which has been highly valued by the school community. Information from surveys of parents, students and staff indicated that there had been improvements in relation to communication and consultation in relation to educational outcomes for students.

Revised Direction **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 Develop an evidence-based whole-school improvement agenda and procedures for regular and comprehensive self-review.

On-track evidence

- Staff meeting calendar clearly detailed explicit links to the external review directions for school improvement;
- Evidence of whole-school collective responsibility in data collection and analysis through scheduled times for staff to meet and agreements in place on data collection, which enables student growth to be more effectively monitored;
- Data is increasingly used to inform teaching and learning and identify students needing intervention programs;
- 2019 SIP highlights whole-school approaches and identifies clear actions and success criteria;
- Governing Council regularly updated on progress of the implementation of the PIP and learning opportunities/programs the school is undertaking;
- Policies and procedures identified the foundations of a cyclical approach to review of policies and procedures across the site.

Review panel evaluation

The school has established a range of processes to review the effectiveness of their improvement agenda. Time is scheduled for staff to reflect on and assess the effectiveness of learning programs being implemented. There is a culture of improvement being cultivated with expectations that staff participate

in collaborative work. Professional plans for all staff reflect site priorities for improvement and strategic decisions are being taken to resource both appropriate professional learning and learning programs to improve learning outcomes for students.

Revised direction **Strengthen and embed a cyclical approach to comprehensive review and school improvement, ensuring a clear focus on high expectations for student achievement.**

Outcomes of the on-track evaluation

Based on the evidence provided, Beachport Primary School is on-track to effectively implement the ESR directions.

The review panel found that the influence of the previous ESR directions is evident in the school's improvement. The school is now using improvement planning, monitoring processes and strategically deploying resources to raise student achievement. Clear communication and consultation processes are in place to more effectively inform members of the school community about student learning progress and the school is providing effective conditions for student learning.

The principal will continue to work with the education director to implement the OTE revised directions:

- Direction 1** Refine whole school literacy and numeracy agreements and 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.

Based on current performance, Beachport Primary School will be externally reviewed again in 2021.



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