

# Department for Education

## External School Review

Partnerships, Schools and Preschools division

### Report for Seaview High School

Conducted in March 2020



## 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 the school community. While not all review processes, artifacts, 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 Rob McLaren, Review Officer of the department's Review, Improvement and Accountability directorate, Peter Kuss, and Warren Symonds Review Principals.

## Review Process

The following processes were used to gather evidence relevant to the lines of inquiry:

- Presentation from the principal
- Class visits
- Attendance at the staff meeting
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
  - Governing Council representatives
  - Leaders
  - Parent groups
  - School Services Officers (SSOs)
  - Student groups
  - Teachers

## School context

Seaview High School caters for young people from year 8 to year 12. It is situated 16kms from the Adelaide CBD. The enrolment in 2020 is 922. Enrolment at the time of the previous review was 612. The local partnership is Marion Coast.

The school has an ICSEA score of 1022 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

The school population includes 4% Aboriginal students, 8% students with disabilities, 8% students with English as an additional language or dialect (EALD) background, 1% young people in care (7 on-site, 6 in FLO programs) and 30% of students eligible for School Card assistance.

The school leadership team consists of a principal in their 9<sup>th</sup> year of tenure, a deputy principal in their 8<sup>th</sup> year of tenure, 3 assistant principals, a business leader, and 13 B1 leaders.

There are 80 staff, which includes 3 beginning teachers, 12 in the early years of their career and 14 Step 9 teachers.

## The previous ESR or OTE directions were:

- Direction 1** Consolidate the school's focus on curriculum planning, delivery, and assessment, particularly in the Australian Curriculum, and the connection with TfEL, data analysis, and student intervention processes.
- Direction 2** In order to create engagement and achievement for all students, support curriculum leaders to work with teachers to ensure the effective development, delivery and assessment of the curriculum.
- Direction 3** Provide current and aspiring leaders with opportunities to develop their skills and knowledge so they become effective in implementing, evaluating and sustaining school priorities.

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

In response to the 2016 ESR, the executive leadership team unpacked the report to ascertain the focus areas for improvement planning. It was clear that many of the statements in the directions were student-centered and that it was necessary to build the capacity of staff in several key areas. Agreements across learning area teams using standard templates resulted in consistent curriculum documentation with learning and assessment plans (LAPs), assessment tasks, and rubrics uploaded onto the Learner Management System (LMS) for easier access.

Allocated staff meetings supported staff to use technology and the LMS to plan and deliver learning more effectively, while providing opportunities to develop and share resources collaboratively. Teachers were encouraged to access student achievement data (NAPLAN, PAT and A-E grades) from the LMS and design learning, using agreed templates to meet the needs of all students. The progress of staff in effectively utilising these in their work was an ongoing agenda item at leadership meetings.

All levels of the school's leadership are directly involved in the development, implementation and review of school priorities through their area of study action plans. These provide reference points for action

and support in PDP meetings between executive leaders, leaders and teachers, while increasing the collective sense of ownership, responsibility and accountability for the whole of school improvement.

## Lines of inquiry

### EFFECTIVE SCHOOL IMPROVEMENT PLANNING

*How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?*

Clarity of the school's long term improvement focus is evident in the site's Strategic Plan 2017-21. This document outlines the agreed goals, actions and indicators of success and has evolved while making links with the department and partnership priorities. The accompanying site improvement plan (SIP) and Area of Study action plans (AOS) represent refinement and context of the strategic plan long term goals, actions and targets across all levels of the school. At the leadership presentation to the panel and throughout the review, a visible strength supporting school improvement was the constancy and clarity of the executive leadership team. Examples provided to demonstrate this support include presentations of analysis of student achievement data, illustrating progress against improvement goals and targets, collaborative support for middle leaders and teams reviewing AOS in the improvement of practice.

Leaders and teachers commented that several performance development processes with targeted professional learning, evident in the professional learning calendar, supported the improvement of teacher practice. Some teachers described conversations with their line managers during performance development planning (PDP) meetings, which required them to reflect on new initiatives and consider improvements in their practice in achieving agreed goals. The panel sighted several teacher performance development plans. While all had goals aligned to the SIP goals, conversations with staff confirmed that there was variation in the focus and depth of these performance conversations and the use of evidence in shaping practice.

Several teachers commented positively on negotiated classroom observations that provided them with feedback from peers and students on the effectiveness of their classroom practice. In another example, students described taking part in Stage 1 and 2 Learner Voice classes in which they researched as part of their Personal Learning Venture effective teaching and learning, and applied their knowledge in pre- and post-meetings and classroom observations with teachers. Teachers commented that the feedback provided them with valuable evidence of their strengths and areas for improvement. Students described the methodology used as reference to elements of the language of learning. The panel commends the school in this venture and believes it provides a powerful example of student agency in learning.

Opportunities exist to develop further and strengthen current structures and processes that support teachers in evidence-based self-reflection and improvement of practice.

**Direction 1**     **Maximise the impact of teacher practice on student learning by reaching agreements on highly effective and supportive evidence-based reflective processes.**

## EFFECTIVE TEACHING AND STUDENT LEARNING

*How effectively are teachers using evidence-based pedagogical practices that engage and challenge all learners, in particular the stretch and challenge in the learning of near Higher Band (HB) and HB students?*

Leaders described how a range of effective evidence-based pedagogical practices has developed through the provision of focused leadership, targeted professional development, resource allocation and ongoing review and support. Teachers cited such initiatives as formative assessment for feedback in learning, STEM approaches in problem-based learning, innovative practices utilising technology, a focus on passive to active learning, authentic student agency and support for student wellbeing through the use of PERMA and restorative practices as examples to support engagement and challenge. Many staff spoke positively of these enhancing their practice. As a past Teaching for Effective learning (TEfL) pilot school, there was some evidence contained in the school's strategic plan and comments by those remaining teachers and leaders involved, of a developed language of learning and an understanding of what is effective teaching.

Classroom observations by the panel evidenced orderly classrooms with teachers interacting positively with students and utilising a range of strategies mentioned above to support and promote active learning. Teachers commented that they had access to a variety of student data through DAYMAP and were encouraged to plan learning and assessment activities to meet the needs of all students using agreed templates. However, the panel observed in several classes students working on the same task and entry point. Several students described this as standard practice by many teachers. They qualified that in these classes they received timely support from teachers and feedback about their learning through comments on returned draft work, assessment tasks, or through teacher interviews and end of term reports. Others mentioned teachers asking questions or surveying them to ascertain what they knew and organising tasks or workgroups to meet their needs. The panel sighted differentiated practices in the specialist sport and dance classes where teachers had intentionally designed and delivered learning to cater to the learning needs of students at an individual or group level. Students with identified learning needs were provided additional assistance through the learner support team.

Students' comments varied when asked whether they were stretched or challenged in their learning, commenting that it depended on the teacher or the topic. While not observed as standard practice across the school, some teachers described their focus on deconstructing performance and achievement standards with students to provide greater clarity of the learning intentions and success criteria. In contrast, others described the collaborative development of student learning goals and targets to promote engagement and challenge. Students' opinions varied on the success of these strategies, but those who worked in collaboration with teachers spoke positively about the outcomes.

The school is well-positioned through its engagement in a variety of initiatives to develop a whole-school, collective understanding and agreement of high-yield pedagogical practices that would engage and challenge all learners, in particular, those in the upper bands.

**Direction 2     Strengthen teacher practice by developing a collective understanding and agreement of high-yield pedagogical practices that engage and challenge all learners.**

## EFFECTIVE TEACHING AND STUDENT LEARNING

### *To what extent do teachers ensure that students have authentic influence in their learning?*

Leaders' comments at the leadership presentation and subsequent interviews highlighted the importance of developing student agency in learning to strengthen engagement. Some leaders connected the current focus of teachers co-constructing the learning with students. While this was not a prominent feature in classrooms observed, many teachers stated in interviews that they were keen to develop this further.

Several students described the opportunities for them to give teachers feedback about the effectiveness of a unit of work through to the end of a unit or term surveys. While students saw this as a positive process, some believed improvements in communicating to students how their feedback had changed teaching practice was required. The panel commends the school on the establishment of the Learner Voice subject offering. It is an example of authentic student agency in learning. Staff and students interviewed believe that this is a highly successful program that promotes student agency, develops a language of learning and provides quality feedback to staff to influence the improvement of practice. Through research on effective teaching and learning, students engaged with teachers in supportive meetings to give feedback on their observations of classroom practice. A number of these students presented their findings to a broader audience for consideration at a staff meeting. Students from this class and some leaders demonstrated a sophisticated language of learning, which was not prominent across the school but enabled them to have greater control of their learning. Observed learner agreements in classrooms had a focus on behaviors in learning and could be enhanced to include learning dispositions and the language of learning.

Leadership opportunities for students in making decisions influencing the development of the school environment were evident in the activities undertaken by the student representative council (SRC). Other opportunities for student leadership were visible in programs supporting student wellbeing, including restorative practices and PERMA and specialist programs in sport and dance, where students take on leadership roles in learning, through coaching or peer mentoring.

Opportunities exist to develop students as powerful partners in learning through the further development of structures and processes that enable the co-design of learning through authentic student agency.

**Direction 3** Further develop authentic student agency in learning by building teacher and student capacity and reaching an agreement of highly effective strategies.

## Outcomes of the External School Review 2020

At Seaview High School, the influence of previous directions is evident in the establishment of a clear roadmap for improvement supported by planning processes that are evidence-based and targeted to raise student achievement. Effective systems that build capacity are developing, impacting positively on teacher and leader practice. The school is providing effective conditions for student learning.

The principal will work with the education director to implement the following directions:

- Direction 1** Maximise the impact of teacher practice on student learning by reaching agreements on highly effective and supportive evidence-based reflective processes.
- Direction 2** Strengthen teacher practice by developing a collective understanding and agreement of high-yield pedagogical practices that engage and challenge all learners.
- Direction 3** Further develop authentic student agency in learning by building teacher and student capacity and reaching an agreement of highly effective strategies.

Based on the school's current performance, Seaview High School will be externally reviewed again in 2023.



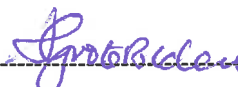
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GOVERNING COUNCIL CHAIRPERSON

# 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 2019, the reading results, as measured by NAPLAN, indicate that 77% of year 9 students demonstrated the expected achievement against the SEA. This result represents an improvement from the historic baseline average.

For 2019, year 9 NAPLAN reading, the school is achieving higher than the results of similar students across government schools.

In 2019, 15% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 9, this result represents an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 32%, or 19 out of 59 students from year 3 remain in the upper bands at year 9.

### Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 82% of year 9 students demonstrated the expected achievement against the SEA. This result represents an improvement from the historic baseline average.

For 2019, year 9 NAPLAN numeracy, the school is achieving higher than the results of similar groups of students across government schools.

Between 2017 and 2019, the school has consistently achieved higher in year 9 NAPLAN numeracy relative to the results of similar groups of students across government schools.

In 2019, 11% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 9, this result represents an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 32%, or 14 out of 44 students from year 3 remain in the upper bands at year 9.

### SACE

In terms of SACE completion in 2019, 92% of students enrolled in February and 100% of those enrolled in October, who had the potential to complete their SACE, did go on to successfully achieve SACE.

For compulsory SACE Stage 1 and 2 subjects in 2019; 100% of students successfully completed their Stage 1 Personal Learning Plan, 99% of students successfully completed their Stage 1 literacy units, 100% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2019, 99% of grades achieved were at 'C-' level or higher, 19% of grades were at an 'A' level and 48% of grades were at a 'B' level. This result represents little or no change for the 'C-' level or higher grade and an improvement for the 'A' and 'B' level grades, from the historic baseline averages.





Eighteen percent of students completed SACE using VET and there were 70 students enrolled in the Flexible Learning Options (FLO) program in 2019.

There was 1 student who was successful in achieving merit.

