

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for John Hartley School B-7

Conducted in June 2019



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 Phil Garner, Review Officer of the department's Review, Improvement and Accountability directorate and Dan Pearce and Susan Mittaga, Review Principal.

Review Process

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

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

School context

John Hartley School caters for children from birth to year 7. It is situated 40kms from the Adelaide CBD. The enrolment in 2019 is 608 students. The enrolment at the time of the previous review was 559.

The school has an ICSEA score of 901 and is classified as Category 1 on the Department for Education Index of Educational Disadvantage. The local partnership is Peachey.

The school population includes 15% Aboriginal students, 15% students with disabilities, 14% students with English as an additional language or dialect (EALD) background, 11 children in care, and 75% of families eligible for School Card assistance.

The school leadership team consists of a principal in the 3rd year of her tenure, a deputy principal, an assistant principal, 2 senior leaders, a senior leader in the preschool, a wellbeing leader and 2 Band 1 pedagogy leaders. There are 48 FTE teachers including 7 new graduates, 5 early career teachers and 9 Step 9 teachers.

Previous ESR or OTE directions were:

- Direction 1** Strengthen the trajectory of student achievement, and sustain higher levels of learning over time, by improving the engagement and capacity of each student to attain the Australian Curriculum standards, initially in English, maths and science.
- Direction 2** Steadfastly monitor the wellbeing and progress of students, teaching each student how to learn, and create opportunities with them to personalise and connect with learning Teaching for Effective Learning Framework (TfEL), so they can demonstrate achievement at higher levels each year.
- Direction 3** Realise the targets and outcomes of the strategic planning model, by ensuring that student achievement and school effectiveness are monitored and judged against the school's vision for learning and the analysis of multiple measures, including the perspectives of key stakeholders.

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

The school has implemented significant changes in response to the directions from the previous review. The realigning of the leadership model to focus on building teacher capacity is now an embedded practice across the school. An effective graduate and early career development program has been established that provides teachers with explicit professional learning experiences that focuses on effective teaching and learning.

Creating a safe and conducive culture of learning for students through well-being for learning and life has been a major focus that is having a positive effect on student attitudes and perception of school. The recent whole school training in Positive Education and the Berry Street Model is providing the community with a common understanding and a consistent approach to teaching students with complex wellbeing and learning needs.

The school has implemented formalised processes for analysing and tracking student achievement overtime. This has become a major feature for staff discussions with teachers having a greater understanding of how to use assessment data to effectively track student progress.

Comprehensive student literacy and numeracy intervention programs have been developed that target the learning needs for identified students, however while there has been some modest improvement in student achievement data over time there remains a need to strategically focus on further developing the literacy and skills of students, particularly in the early years.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

The Site Improvement Plan (SIP) challenges of practice were identified through the analysis of student achievement data and current pedagogical practices. Staff have a clear commitment to the challenges of practice and the associated actions with evidence of initial implementation across the school. Professional learning opportunities around writing are being provided that focus on developing whole-school consistency and coherence to the teaching of writing from R-7.

The re-alignment of the leadership HR profile to an instructional leadership model is providing opportunities for coaching, mentoring and professional learning communities that support school improvement and high quality teaching and learning.

With classroom teachers engaging with the challenges of practice and subsequent actions, the strategic inclusion of specialist teachers in this process will further enrich student learning in all areas of the curriculum and contribute to the development of a broader and deeper understanding of literacy and numeracy across the school.

The school has a vast amount of student progress data to identify where students are in their learning. Coupled with the analysis of other datasets, the school is in a prime position to critically monitor and analyse the success of the implemented actions, not only from the point of view of teachers but also students. The inclusion of students in this process will enable authentic analysis and bring an important dimension to the monitoring and improvement cycle. Identifying barriers to improvement and addressing them to improve teacher practice and student achievement will be key to the successful achievement of the challenges of practice.

As the self-review cycle evolves, opportunities to include students and governing council in the process will emerge and will need to be carefully considered.

Direction 1 Increase student achievement by ensuring the SIP is a visible working document under constant evaluation and review.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

Supportive learning environments are evident across the school with some classes using a multi-sensory approach to the teaching of literacy with teachers engaging in purposeful 2-way conversation with students about their learning.

The use of learning intentions and success criteria is evident in most classes with students able to clearly articulate their learning. Use of student learning goals is evident, however in most classes student goals were general in nature and not related to the next steps in learning.

Effective questioning, reflection on learning and the use of formative assessment techniques was evidenced in some classes, however there exists varying degrees of understanding about what constitutes quality engagement, challenge and effective feedback. The panel observed repetitive and low-level engaging learning tasks in some classes with students rating the learning in English and maths as less than challenging. Student engagement with the literacy and numeracy progressions will enable staff and students to have a clear understanding of the next steps in learning and allow for greater student responsibility, ownership and challenge with their learning.

Assessment of student learning across the school was inconsistent with most student learning unassessed or conversely, adorned with positive affirmation. With effective formative feedback providing the bridge between assessment and learning, the use of formative assessment as a strategy to improve student learning will need to focus on building teacher capacity to develop a deep understanding of explicit formative assessment strategies.

The school has recently initiated a play-based learning program in all reception classes and 2 year 1 classes. An effective play-based learning program is regarded as an important pedagogical approach to support academic and social outcomes. However, the panel observed a need for the school to critically evaluate outcomes and principles underpinning play-based learning and early childhood pedagogy. With the recent year 1 phonic results and the consistent lower levels of running records achievement in the early years there is a need for the school to focus strategically on improving student literacy by creating a balance between effective play-based pedagogy and explicit teaching and learning.

Direction 2 **Build the capacity of teachers to implement formative assessment as a strategy to improve student learning through the development of a deep understanding of explicit formative assessment strategies and the provision of challenging and engaging learning opportunities for all students.**

Direction 3 **Increase early years achievement in reading by evaluating expected outcomes and principles that underpin play-based learning, early childhood pedagogy and the explicit teaching of reading.**

CONDITIONS FOR EFFECTIVE STUDENT LEARNING

To what extent does the school provide and monitor a safe, supportive and respectful environment to maximise learning?

The school has taken a pro-active approach in developing a supportive and respectful learning environment across the school community. The recent whole school training in the Berry Street Education Model (BSEM) is galvanising the school community in seeking to integrate BSEM strategies, activities and elements into daily routines and school curriculum. The panel observed behaviour management strategies having a positive effect on student engagement with teachers responding to off task behaviour in a calm and encouraging manner and re-engaging students in their learning effectively. However while the school is proactive in managing student behaviour, the panel evidenced a sense of urgency from the community that a consistent approach to behaviour management be developed as a matter of priority.

While staff are encouraged by the initial successes of the BSEM, they acknowledge the importance of ensuring not only this program but other whole-school agreements rest on individual and collective commitment and accountability for their consistent implementation, a belief that the actions will be effective and absolute clarity of understanding of everyone's role in the process.

The school community is working collaboratively to develop student pride in education through a variety of positive engagement strategies, for example the assembly awards process is embedding the school values and developing the whole notion of respect, belonging and student voice. This is providing

opportunities to develop the leadership skills of students and engage them in the decision making process of the school.

While the analysis of student achievement data has enabled the school to identify targeted student learning needs, the manner in which the school has elected to address these needs is having a profound effect on the level of interruptions experienced in all classes. Teachers have expressed concerns over students being continually withdrawn from the classroom for intervention sessions. These students can then miss out on critical whole-class explicit teaching.

Direction 4 **In order to minimise the disruptions to high quality classroom teaching and learning, collaboratively develop whole-school agreements in literacy and numeracy, re-assess the number of students receiving intervention out of class and address the imbalance between the waves of learning.**

Outcomes of the External School Review 2019.

The broader community recognises John Hartley School as a welcoming and positive environment inclusive of all students, in particular Aboriginal students. This is leading to increased enrolments and a diverse and multi-cultural community. Parents have reported that their children enjoy attending the school and students value the friendships and learning they receive. The school has several classes that regularly participate in cross age tutoring opportunities that are helping to develop the sense of community across the year levels.

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

- Direction 1** Increase student achievement by ensuring the SIP is a visible working document under constant evaluation and review.
- Direction 2** Build the capacity of teachers to implement formative assessment as a strategy to improve student learning through the development of a deep understanding of explicit formative assessment strategies and the provision of challenging and engaging learning opportunities for all students.
- Direction 3** Increase early years achievement in reading by evaluating expected outcomes and principles that underpin play-based learning, early childhood pedagogy and the explicit teaching of reading.
- Direction 4** In order to minimise the disruptions to high quality classroom teaching and learning, collaboratively develop whole-school agreements in literacy and numeracy, re-assess the number of students receiving intervention out of class and address the imbalance between the waves of learning.

Based on the school's current performance, John Hartley School will be externally reviewed again in 2022.



Andrew Wells
A/DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS

Jo Everett
PRINCIPAL
JOHN HARTLEY SCHOOL B-7

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 2018, 32% of year 1 and 48% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change for year 1 and an improvement for year 2 from the historic baseline average.

In 2018 the reading results, as measured by NAPLAN, indicate that 53% of year 3 students, 64% of year 5 students and 55% of year 7 students demonstrated the expected achievement under the SEA. For years 3 and 5 this result represents an improvement and for year 7 little or no change from the historic baseline average.

Between 2016 and 2018 the trend for year 5 has been upwards from 49% to 64%.

For 2018, years 3 and 7 NAPLAN reading, the school is achieving lower and year 5 within the results of similar groups of students across government schools.

Between 2016 and 2018, the school has consistently achieved lower in year 3 NAPLAN reading relative to the results of similar groups of students across government schools.

In 2018 22% of year 3, 15% of year 5 and 9% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents an improvement from the historic baseline average.

For those students who achieved in the top 2 NAPLAN proficiency bands in reading, 39%, or 5 out of 13 students from year 3 remain in the upper bands at year 5 in 2018 and 44%, or 4 out of 9 students from year 3 remain in the upper bands at year 7 in 2018.

Numeracy

In 2018 the numeracy results, as measured by NAPLAN, indicate that 56% of year 3 students, 53% of year 5 students and 63% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7 this result represents an improvement from the historic baseline average.

Between 2016 and 2018 the trend for years 5 and 7 has been upwards, from 36% to 53% and from 43% to 63%, respectively.

For 2018 years 5 and 7 NAPLAN numeracy, the school is achieving within and for year 3 lower than the results of similar groups of students across government schools.

In 2018 8% of year 3, 3% of year 5 and 5% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents an improvement from the historic baseline average.

For those students who achieved in the top 2 NAPLAN proficiency bands in numeracy, 100%, or 2 out of 2 students from year 3 remain in the upper bands at year 5 in 2018 and 33%, or 1 out of 3 students from year 3 remain in the upper bands at year 7 in 2018.