

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Sheidow Park School

Conducted in May 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 Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate and Suzie Sangster, 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

Sheidow Park School caters for students in both mainstream and Steiner stream education from reception to year 7. It is situated 21kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 383. Enrolment at the time of the previous review was 306. The local partnership is Marion Coast.

The school has a 2020 ICSEA score of 1028, and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes 2% Aboriginal students, 5% students with disabilities, less than 6 students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 26% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 4th year of tenure and the Deputy Principal has responsibility for wellbeing and special education.

There are 25 teachers including 1 in the early years of their career and 5 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** Increase student learning outcomes by using achievement data effectively to design learning experiences and tasks that provide differentiation and greater intellectual stretch.
- Direction 2** Develop teachers' capacities to motivate and engage students in classroom learning and assessment processes, through the provision of effective feedback and opportunities for student voice and reflections.
- Direction 3** Enhance parental partnership in their child's learning through the coordinated whole-school approach in communicating the benefits, intentions, understandings and outcomes of student learning, wellbeing and engagement, and to ensure these are at the forefront of future decision-making.

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

Leadership led processes with staff to strengthen their understanding of the analysis of data. Staff were trained in developing expert learners, increasingly using data to focus on individual student progress and implications for planning and teaching. Teachers were supported by leadership to identify students achieving at or near higher-band levels and discussing strategies to support students to attain or maintain high level achievement.

Staff undertook training in using formative assessment and developing a range of strategies to support students in their learning. There are common strategies used across the school, discussed by both teachers and students, including how learning intentions and success criteria are supporting students' clarity about learning and opportunities for self and peer assessment.

Plans were put in place to support increased involvement of parents as partners in learning. Electronic media is being used to support parents' understanding of their child's learning; however, there is variation in the use of this form of communication. It is acknowledged that effectively enhancing parental partnerships continues to be an area for further development.

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?

The school has processes and structures in place to support their improvement work throughout the implementation cycle. These structures are continuing to evolve over time and now include an 'Agile' group made up of leadership and teacher representatives, and professional learning communities (PLCs), which are aligned to each goal in the school improvement plan (SIP). The Agile group, supported by leadership, does significant work in analysing the data and progress of the plan. Members of this group are leaders within the PLCs. Staff are focused on improvement of student achievement and building their capacity to best support the students with whom they work. Leadership and staff stated that decisions are taken using evidence-based datasets and considering growth students have made. Targets are aspirational, with a focus on attaining and maintaining higher-band achievement. Intentional decisions were made to maintain the focus priorities over time to work towards embedding expected practices. Members of the Governing Council are aware of the priorities in the plan; however, strengthening ongoing sharing of the progress and actions from the plan at meetings and with the wider parent community are next steps.

Staff stated that the monitoring of the site improvement plan includes consultation. Through the Agile group and PLCs, staff opinions and feedback are sought and valued. All teachers are members of a PLC building collective understandings. The Steiner stream teachers work towards developing literacy and numeracy goals alongside the school SIP. Clear processes to monitor and measure progress will need to be in place to support this work. PLCs meet twice a term to monitor progress of the actions. There is a collective ownership and commitment to the SIP by staff. It is evident staff have a clear understanding of why decisions are taken. Year-level team meeting time is provided to staff. Teachers shared that there is a good level of collegiality within these teams. Continuing to strengthen processes that allow staff to have robust conversations, closely aligned to the improvement journey, are next steps. Staff commented that, while leadership take a lead role in the ongoing monitoring of the plan, many understand they collectively have responsibilities in this area. Strengthening processes to support staff to monitor impact more effectively against the progress in student achievement and changes in teacher practice, both individually and collectively, will continue to enhance the school improvement strategies.

Direction 1 Strengthen collective efficacy of the PLCs to effectively monitor and drive the progress of the SIP with alignment to student achievement data and strategic changes in teacher practice.

Effective teaching and student learning

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

Teachers and leadership are committed to strengthening practices to effectively support students in their learning. Professional learning is prioritised and staff value opportunities to undertake targeted training to improve teaching and learning, which is closely aligned to SIP priorities. The created Pathways documents in literacy and numeracy spell out expected practices. A lead teacher in literacy and numeracy is in place to support their implementation. Teaching teams are increasingly engaged in collaborative discussions focused on implementing these approaches, aligned with SIP priorities, and the impact of these on student learning outcomes. A collaborative culture continues to develop during planning and reflecting on the impact of actions being implemented. Strengthening the capacity of teachers and strategically providing opportunities for them to deepen collaboration and evaluation of expected practices are next steps for the school to undertake.

Teachers work intentionally to build and maintain a positive and challenging learning environment for students. Students acknowledged that teachers engage them in learning and have an appropriate level of challenge. They understand that 'struggle' is important in their learning. There is evidence, from both teachers and students, of learning intentions and success criteria used to support student learning. Structured data meetings are held regularly with leadership, where teachers discuss student achievement over time, and how they are supporting students to progress in their learning. Teachers explained strategies they use to work with students to develop students' understanding of next steps in learning, including individual student goal-setting. There is particular focus on reading, as part of the learning plans developed for individual students. Using goal-setting to inform next steps in learning was less clear in student discussions. Consistency and depth of practice in relation to using effective task design and aspirational goals, which is clearly linked to analysis of student achievement data, is continuing to develop. Effective common approaches of informing students of where they are at with their learning and what their next steps are could be strengthened.

Direction 2 Strengthen differentiated planning and instruction, through building effective practices in data analysis and task design, where students have planned opportunities to demonstrate learning at higher levels.

Effective leadership

How well does leadership facilitate the development of coherent high-quality curriculum planning and effective teaching?

The school has a clear strategic statement, focused on developing expert learners, guiding expected pedagogy and improvement. Teachers and leadership are committed to strengthening their practice and implementing whole-school initiatives to support students effectively. There is a staff culture of learning, with increasing evidence of a willingness to share practice and learning from each other in a supportive environment. Structures, including PLCs, which are closely aligned to SIP priorities and the Agile group, are key to supporting this work. Trust in leadership and the agreed improvement journey was clear from a variety of discussions with stakeholders. Leadership have clear expectations and measures of accountability in relation to the expected practices as outlined in the SIP. Staff value the opportunity to undertake professional learning and understand it is aligned to the school priorities. They are willing to take on new challenges and innovation in their teaching practice. This work is supported through a literacy and numeracy lead teacher and the development of Pathways documents to define the expected practices. Teachers understand their responsibility to share new learning with other staff. Their opinions and feedback are integral to decisions taken and teachers are keen to learn from each other. Stakeholders value productive working relationships between school and home. Parents value the positive impact leadership have in continuing to strengthen and maintain a culture of high expectations for all learners.

Teachers value the opportunity to talk with leadership both informally and through formal processes to support their work. Performance development processes are undertaken regularly. Leadership provide teachers with data, which forms the basis of these discussions, with expectations for teachers to share how they are using this information to plan future learning for students. Goals in staff performance and development plans (PDPs) are aligned with site improvement priorities. Teachers seek effective feedback on their performance through both observations and from discussions. Strengthening performance development processes, which effectively inform staff of their next steps, is important work the school is well-placed to undertake.

Direction 3 **Strengthen performance and development processes to regularly include both formal and informal discussions and feedback to teachers, aligned with the Australian Professional Standards for Teachers and school priorities.**

Outcomes of the External School Review 2021

Sheidow Park School has a positive school culture with a focus on providing students with quality learning opportunities. There is a clear acknowledgement and value placed on the two streams offered across the school – mainstream and Steiner. It is evident strategies are in place to build understanding and collective efficacy across both streams in students, teachers and working with the broader community.

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

- Direction 1** Strengthen collective efficacy of the PLCs to effectively monitor and drive the progress of the SIP with alignment to student achievement data and strategic changes in teacher practice.
- Direction 2** Strengthen differentiated planning and instruction, through building effective practices in data analysis and task design, where students have planned opportunities to demonstrate learning at higher levels.
- Direction 3** Strengthen performance and development processes to regularly include both formal and informal discussions and feedback to teachers, aligned with the Australian Professional Standards for Teachers and school priorities.

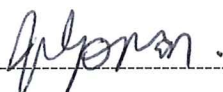
Based on the school's current performance, Sheidow Park School will be externally reviewed again in 2024.



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Jennie-Marie Gorman
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Sheidow Park 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).

Reading

In 2019, the reading results, as measured by NAPLAN, indicate that 90% of year 3 students, 86% of year 5 students and 85% 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 2017 and 2019, the trend for year 5 has been upwards, from 57% to 86%.

For 2019 year 3 NAPLAN reading, the school is achieving higher than the results of similar students across government schools. For years 5 and 7 NAPLAN reading the school is achieving within the results of similar students across government schools.

In 2019, 49% of year 3, 31% of year 5 and 20% 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 in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 56%, or 5 out of 9 students, from year 3 remain in the upper bands at year 5, and 43%, or 3 out of 7 students, from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 72% of year 3 students, 86% of year 5 students and 90% of year 7 students demonstrated the expected achievement against the SEA. For year 3, this result represents little or no change from the historic baseline average. For years 5 and 7, this result represents an improvement from the historic baseline average.

Between 2017 and 2019, the trend for year 5 has been upwards, from 67% to 86%.

For 2019 year 3 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools. For 2019 years 5 and 7 NAPLAN numeracy, the school is achieving higher than the results of similar groups of students across government schools.

In 2019, 26% of year 3, 17% of year 5 and 20% 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 in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 33%, or 3 out of 9 students, from year 3 remain in the upper bands at year 5, and 50%, or 3 out of 6 students, from year 3 remain in the upper bands at year 7.