

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Glossop High School

Conducted in October 2019



Government of South Australia
Department for Education

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 Rob McLaren, Review Officer of the department's Review, Improvement and Accountability directorate and Warren Symonds, 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
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Aboriginal Community Engagement Officer (ACEO)
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Services Officers (SSOs)
 - Student groups
 - Teachers

School context

Glossop High School caters for young people from year 8 to year 12. It is situated 230kms from the Adelaide CBD. The enrolment in 2019 is 642. Enrolment at the time of the previous review was 718. The local partnership is Berri and Barmera.

The school has an ICSEA score of 951, and is classified as Category 3 on the Department for Education Index of Educational Disadvantage.

The school population includes 12% Aboriginal students, 13% students with disabilities, 2% students with English as an additional language or dialect (EALD), 2% children/young people in care and 35% of families eligible for School Card assistance.

The school leadership team consists of a principal in their 2nd year of tenure at the school. The school has a deputy principal, 2 assistant principals, 2 senior leaders and 11 coordinators. There are 57 teachers including 12 in the early years of their career and 11 Step 9 teachers.

The previous ESR or OTE directions were:

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|--------------------|---|
| Direction 1 | Establish effective teacher planning and practices across the whole school in order to ensure that all students have the opportunity to learn and achieve their potential. |
| Direction 2 | In order to support intellectual stretch for all students, ensure there is whole-school coherence in the documentation of curriculum, development and implementation of assessment tasks, and curriculum delivery. |
| Direction 3 | Ensure a leadership structure is developed and implemented, which has a focus on leading improvement in whole-school student wellbeing and achievement, curriculum documentation and delivery, and staff accountability. |
| Direction 4 | In order to improve school administration, reporting to parents, generation and sharing of data, and innovation in teaching, ensure an appropriate ICT system is provided across both campuses. |

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

The panel sourced evidence that the school has responded effectively to the previous directions. A whole-school approach to Visible Learning has provided a language of learning and foundations for teachers to develop their planning and practice. Further clarity to teachers is provided in the collaboratively developed Site Improvement Plan (SIP) which outlines the priorities for improvement in literacy, numeracy and SACE retention. Learning Design, Assessment and Moderation training and implementation has sharpened teachers' focus on alignments between effective learning design and how to assess learning consistently.

The review and refinement of curriculum documentation and processes, as cited in common scope and sequences, support learning resources, teacher programs and task design, has taken place leading to greater consistency of agreed practice. Effective teaching strategies have developed from the combination of mini impact cycles and Visible Learning professional development. Curriculum documents are now available on the internet and published on the school's learner management system. Leadership role refinements have shifted the focus more to teaching and learning, further supporting

the established improvement agenda set in the SIP. Investments into ICT infrastructure to assist the curriculum have supported the development of improved learning practices.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How well does the school critically evaluate current curricular pedagogical and assessment practice to determine challenges of practice?

Staff commented positively on the development of the improvement priorities of literacy, numeracy and SACE pathways within the SIP, highlighting the evidenced-based, collaborative process that enabled their collective decisions. Actions, targets, success indicators and challenges of practice were further developed by leadership and presented to staff for feedback and refinement. The process has enabled a sense of ownership and responsibility in supporting the enactment of these improvement priorities into classroom practice.

The panel noticed the current importance placed on the use of data in planning and decision making by leaders and teachers. They have access to a range of student achievement data to support planning for learning and to monitor student progress at an individual, class or cohort level. Leaders described Campus Action Teams (CATs), which track and monitor student progress using A to E grades, traffic light and other datasets, in enabling them to better plan for learning support and intervention.

Teachers positively described mechanisms used by the school to evaluate and develop their practice. Teachers influenced by the current professional learning program were engaging in mini impact improvement cycles twice per term in identified areas for improvement. Teams used an evidentiary process, implementing practices, collecting pre and post data, critically analysing evidence of student progress to measure their impact, while strengthening their understanding through research of best practice and sharing their findings in showcases at staff meetings. Additionally, teachers are supported by classroom observations carried out by the deputy principal who provides feedback and support for improvement in practice.

It is evident that the agreed priorities for improvement and challenges of practice are well understood and owned by staff, and some effective improvement processes exist. However, structures and processes which enable the effective review and development of current teacher and leader practice in the agreed priorities could be further aligned or developed leading to whole of school agreements of best practice.

To further support the established foundations for improvement and effectively achieve challenges of practice, there is a need to rationalise and further develop structures and processes linked to professional learning and Performance and Development Plans (PDPs) for leaders and teachers.

Direction 1 **Ensure agreements in whole-school teacher and leader best practice through the development of effective structures and evidence-based processes that enable staff to reflect and develop practice in the agreed improvement priorities.**

EFFECTIVE TEACHING AND STUDENT LEARNING

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

In interviews with teachers and leaders, it was evident to the panel that the current professional learning is providing support for the development and improvement of teacher and leader practice. The program has provided a framework for staff to reflect on and analyse practice, while developing a common language for improvement. Teachers reflected during this program and commented that they now believe students are at the centre and have an important role to play in learning.

The student leadership teams on each campus are active and well supported, providing opportunities for students to demonstrate and develop leadership. The teams are involved in organising student activities, providing a forum to process student issues, organise and run fundraising activities and support community and environmental projects. The middle campus team has a number of strong leaders who raised issues of authentic student voice and how much say they have in shaping their learning and the learning environment. An opportunity exists to strengthen this leadership group as an effective and representative student body, by developing their role and capacity in shaping student learning and the learning environment.

Many teachers commented on the importance of student influence in learning. They provided examples of students' co-constructing their learning in Health and Physical Education and in Flexible Learning Options (FLO). In some middle campus and senior classes of integrated and community studies, students had a variety of choices in the way they worked in class or presented their learning. However, this was not agreed practice or a prominent feature across the school.

Panel conversations with staff and students highlighted that a common language of learning, while developing, was limited to learning intentions and success criteria. Student responses when describing their learning progress was limited, referencing A to E grades, traffic lights or teacher feedback, verbally, or in comments on presented draft work, and lacked any depth of understanding about the learning process. There was evidence of a small number of teachers seeking feedback from students through surveys and exit cards to refine or adapt their teaching strategies but as many students stated, this was dependent on teachers. Teachers and students interviewed stated that this is an area for future development.

To enable students to have greater ownership, control and authentic influence in their learning there is a need to build the capacity of students and teachers to develop a common language of learning and opportunities for the co-construction and agency in learning and assessment. This could support differentiated practice in middle school while providing students with an understanding of the learning process, the language and dispositions of learning and metacognitive strategies to regulate their learning across the school.

Direction 2 **Strengthen student agency in learning by developing learning dispositions so that students can regulate their learning while, providing teaching strategies that enable students to understand the purpose and the criteria for successful learning.**

CONDITIONS FOR EFFECTIVE STUDENT LEARNING

To what extent does the school provide conditions for effective student learning?

The panel was provided with documentation of the school's vision for learning celebrating a proud history and providing insight into its future direction. Leadership described the school referencing, 'success for all within a safe and supportive environment' and principles of continuous improvement, equity and access, partnerships and accountability. Teacher and parent conversations reflected developing elements of this narrative.

There was an acknowledgement by parents, teachers and students that there is a difference in culture between the senior campus and middle campus. Students and parents described the senior campus as having a more personalised and focussed approach to learning in which there was a close partnership between teacher and student with a perception of higher expectations for success. Parents and students perceived the middle school focus was more on supporting the wellbeing for learning and that high expectations for success was at times compromised by student behaviour or dispositions to learning. They commented positively on recent developments and programs that supported all students in their wellbeing for learning. Teachers and leaders described efforts to further develop a culture of success in the middle campus by recognising student progress and achievement in learning, while sharing and celebrating with the community.

In interviews, teachers and SSOs commented that recent developments in the school, including a realignment of leadership roles, targeted professional learning, improved ICT infrastructure and transparent collaborative processes, have further supported an improved culture. The current staff professional learning documentation highlights success in learning about the empowerment of students by having a language of learning, greater control and agency in their learning, while ensuring teachers design and differentiate learning and assessment that meets the needs of each student which is relevant, engaging and challenging.

To achieve a whole-school culture where there are high expectations and support for all students to be successful, there is a need to review the dispositions for learning and how students are best supported and challenged in learning, in partnership with students and referenced to the current professional learning.

Direction 3 Ensure a whole-school culture reflecting the school's vision of high expectations and support for all learners, through the development of agreements on student dispositions for successful learners and strategies to support this.

Outcomes of the External School Review 2019

The influence of previous directions is evident in many aspects of the school's improvement. Effective leadership has ensured strategic direction, planning and targeted interventions while providing improvement planning and monitoring processes to raise student achievement.

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

- Direction 1** Ensure agreements in whole-school teacher and leader best practice through the development of effective structures and evidence-based processes that enable staff to reflect and develop practice in the agreed improvement priorities.
- Direction 2** Strengthen student agency in learning by developing learning dispositions so that students can regulate their learning while, providing teaching strategies that enable students to understand the purpose and the criteria for successful learning.
- Direction 3** Ensure a whole-school culture reflecting the school's vision of high expectations and support for all learners, through the development of agreements on student dispositions for successful learners and strategies to support this.

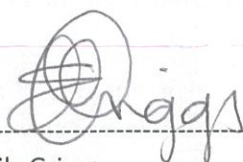
Based on the school's current performance, Glossop High School will be externally reviewed again in 2022.



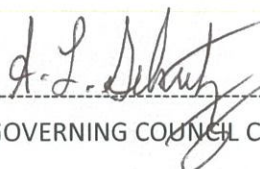
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Emily Griggs
PRINCIPAL
GLOSSOP HIGH SCHOOL



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 56% of year 9 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

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

In 2019, 3% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 9, this result represents a decline from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 24%, or 4 out of 17 students from year 3 remain in the upper bands at year 9.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 60% 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 within than the results of similar groups of students across government schools.

In 2019, 6% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 9, this result represents little or no change from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 36%, or 5 out of 14 students from year 3 remain in the upper bands at year 9.

SACE

In terms of SACE completion in 2018, 87% of students enrolled in February and 99% of those enrolled in October, who had the potential to complete their SACE did go on to successfully achieve SACE. This result for October SACE completion represents little or no change from the historic baseline average.

For compulsory SACE Stage 1 and 2 subjects in 2018, 100% of students successfully completed their Stage 1 Personal Learning Plan, 99% of students successfully completed their Stage 1 literacy units, 94% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2018, 99% of grades achieved were at 'C-' level or higher, 22% of grades were at an 'A' level and 42% of grades were at a 'B' level. This result represents little or no change for the 'C-' level or higher grade, an improvement for the 'A' level grade, and little or no change for the 'B' level grade, from the historic baseline averages.

Thirty nine percent of students completed SACE using VET and there were 36 students enrolled in the FLO program in 2018.

In terms of 2018 tertiary entrance, 60%, or 71 out of 118 potential students achieved an ATAR or TAFE SA selection score. There were also 2 students who were successful in achieving a merit.