

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT
OFFICE FOR EDUCATION AND EARLY CHILDHOOD

EXTERNAL SCHOOL REVIEW

REPORT FOR OCEAN VIEW B-12 COLLEGE

Conducted in December 2016



**Government
of South Australia**

Department for Education
and Child Development

Review details

A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.

The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.

The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"

This Report of the External School Review 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.

The support and cooperation provided by the staff and school community is acknowledged. While, not all review processes, artefacts and comments are documented, they all have been considered and contributed to the development and directions of this Report.

This External School Review was conducted by Liz Schneyder, Review Officer, Review, Improvement and Accountability Directorate and Olivia O'Neill and Phil Garner, Review Principals.

Policy compliance

The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.

The Principal of Ocean View B-12 College has verified that the school is working towards being compliant in all applicable DECD policies. The Principal advised action is being taken to comply with the following DECD policies:

Part 6 Site Procedures: WHS Specific Risk Assessment Tools are still to be accessed.

When the school's actions achieve compliancy with DECD policy and procedures, the Principal must resubmit the Policy Compliance Checklist to the Education Director.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2015 was 87.4%, which is below the DECD target of 93%.

School context

Ocean View B-12 College caters for students from Birth to Year 12. It is situated 20kms north-west of the Adelaide CBD. The enrolment in 2015 was 710 students and there are 713 students in 2016. The school has an ICSEA score of 945, and is classified as Category 2 on the DECD Index of Educational Disadvantage.

The school population includes 18% (140) Aboriginal students, 13% students with disabilities, 26% students with English as an Additional Language or Dialect (EALD), 1% young people in care, and 40% of families eligible for School Card assistance.

Ocean View B-12 College Children's Centre has a student enrolment of 150, including 50 preschool students, 21 Aboriginal students, and 41 students who receive additional support. Forty percent of families receive Child Care Rebates. The Preschool is classified as Category 1.

The school Leadership Team consists of a Principal in a one year acting position, an acting Deputy Principal in his second year at the school, and three Assistant Principals who lead the Junior school, Middle School and Senior School. An additional Assistant Principal leads the timetable and daily operations. There are 8 Band 1 Coordinator positions, including three counsellors and a manager of the Harbor View off-site campus.

The school has a teaching staff of 64FTE and 32 School Services Officers (SSOs).

School Performance Overview

The External School Review process includes an analysis of school performance as measured against the DECD Standard of Educational Achievement (SEA).

Reading

In 2015, the Running Records results indicate that 46% of Year 1 students and 59% of Year 2 students demonstrated the expected achievement under the DECD SEA. This result represents an improvement at both year levels from the historic baseline average. Between 2013 and 2015, the trend has been upwards, from 12% to 46% at Year 1, and from 13% to 59% at Year 2.

In 2016, the reading results, as measured by NAPLAN, indicate that 61% of Year 3 students, 35% of Year 5 students, 48% of Year 7 students, and 61% of Year 9 students demonstrated the expected achievement under the DECD SEA. This result represents little or no change from the historic baseline average at Year 3, a decline from the historic baseline average at Years 5 and 7, and an improvement from the historic baseline average at Year 9.

The school is achieving within the results of similar students across the DECD system at Years 3 and 9, and below the results of similar students at Years 5 and 7.

In 2016 NAPLAN Reading, 29% of Year 3 students, 15% of Year 5 students, 17% of Year 7 students and 7% of Year 9 students achieved in the top two bands. There is little change at Year 3 from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in reading in Year 3, 57%, or 4 of 7 students in Year 5 remain in the upper bands in 2016, 62%, or 5 of 8 students in Year 7 remain in the upper bands in 2016, and 14%, or 3 of 21 students remain in the upper bands at Year 9 in 2016. These results represent little or no change at Year 5, and an improvement at Year 7, from the historic baseline average.

Numeracy

In 2016, the numeracy results, as measured by NAPLAN, indicate that 55% of Year 3 students, 31% of Year 5 students, 45% of Year 7 students and 61% of Year 9 students demonstrated the expected achievement under the DECD SEA. This result represents little or no change from the historic baseline average at Year 3, a decline from the historic baseline average at Years 5 and 7, and an improvement from the historic baseline average at Year 9.

The school is achieving within the results of similar students across the DECD system in Year 3, below the results of similar students in Years 5 and 7, and above the results of similar students at Year 9.

In 2016 NAPLAN Numeracy, 16% of Year 3 students, 4% of Year 5 students, 2% of Year 7 students, and 4% of Year 9 students achieved in the top two bands. There is little change at Year 3 from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy in Year 3, 33%, or 1 of 3 students in Year 5 remains in the upper bands in 2016, no students remain in the upper bands in Year 7 in 2016, and 28%, or 2 of 7 students remain in the upper bands at Year 9 in 2016. This result represents little or no change at Year 5 and a decline at Year 7 from the historic baseline average.

SACE

In terms of SACE completion in 2015, 98% of students who had the potential to complete their SACE did go on to successfully achieve their SACE. This result represents an improvement from the historic baseline average.

Ninety-seven percent of grades achieved in the 2015 SACE were C- or higher. This result represents an improvement from the historic baseline average.

There are 120 FLO students in 2016, with 40 of those full-time, off-campus and supported by an agency. The other 80 are part-time at the Harbor View campus, and/or part-time at Ocean View B-12 College.

Lines of Inquiry

During the review process, the panel focused on three key areas from the External School Review Framework:

Student Learning: To what extent are students engaged and intellectually challenged in their learning?

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

Improvement Agenda: How well are the results of data and evidence translated into targeted actions?

To what extent are students engaged and intellectually challenged in their learning?

Ocean View B-12 College is well-respected in the community because it cares about its students and caters for students from birth to Year 12.

There is a commitment to student wellbeing that is widespread throughout the college, and was acknowledged in most interviews conducted during the review. This was evident in the positive relationships between teachers and students, and between most students. There is limited bullying at the school and a focus on inclusivity was evident in many interviews.

However, datasets, particularly in the Middle School (MS), indicate ongoing underachievement in literacy and numeracy, as measured by NAPLAN. While the Running Records for Year 1 and 2 students had shown consistent improvement, leaders and teachers had difficulty explaining why the students are underachieving, and performing below the DECD average for similar schools, particularly at Years 5 and 7, and over a number of years. PAT results have been recently released and analysis is yet to be fully undertaken. A to E grades are not available for MS students as the school is in the process of transitioning from the Primary Years International Baccalaureate program. It is expected that triangulating these datasets in the future might provide better intelligence about what strategies are needed to address the current situation.

Some strategies have been introduced into the Junior School (JS) and Middle School (MS) in response to the data, including the appointment of numeracy and digital technologies coaches, development of a literacy lounge for students who are identified as achieving below the SEA benchmark, and facilitating ready access to MultiLit and Mathletics software programs, which support personalised learning and are popular amongst students who are struggling with their learning.

Leaders are proud of the recent improvement in SACE completion and student achievement in the SACE, particularly at Stage 2. One hundred percent of SACE Stage 2 students completed their Research Project in 2015. All Stage 2 Aboriginal students also completed their SACE in 2015. Leaders have attributed this improvement, in part, to the establishment of a senior centre where access to expert staff for support with assignments, career advice, time-management and use of ICT is always available, including before and after school. The value of this space and commitment and passion of leaders and teachers in the centre was recognised by students, teachers and parents during interviews with the Review Panel.

There have been new subjects introduced into the high school curriculum, including outdoor education, gaming, STEM and food and hospitality, and these have already resulted in increased enrolments and increased engagement, as measured by higher performance of students. Innovative teaching practices in some curriculum areas in the senior school, largely using a range of ICT devices, were discussed by teachers and leaders. The Stage 1 Essential Maths course has been rewritten to have a focus on mathematics through outdoor activity, which a number of leaders believe is already contributing to more students now completing the SACE numeracy requirement. The introduction of more Vocational Education and Training (VET) options has also supported increasing numbers of students to complete their SACE. In 2015, the Harbor View outreach program was established, in a facility approximately 5kms from the school. This program receives strong support from the community and meets the educational needs of Ocean View B-12 College students and other school students who have become disengaged from traditional schooling. Five students who attended Harbor View in 2015 completed their SACE.

The same level of engagement and innovation is not as evident in either the JS or MS, where teaching practice is mostly traditional. Students talked about the help they receive and the '3 before me' strategy, and prefer visual presentations rather than "teachers talking too much and not explaining the work". Worksheets are prevalent and several of the activities observed were of a low level, providing limited opportunity for creativity, higher-order thinking or differentiation between students. The use of ICT is spasmodic, as it is difficult to access quality devices. The school will be providing a free laptop to all Year 8 and 9 students in 2017 and will continue to encourage senior students to bring their own device to school.

Teachers in the MS and JS seemed unaware of the capacity of their students, and few identified students in the high or low NAPLAN bands in their classes. They seemed reluctant to talk about data, and many agreed they lacked the confidence and skills to effectively differentiate in their classes. There was a consistent indication that students and teachers are happy at school, although many teachers are concerned about the impact of poor attendance on the achievement of many students. There was limited indication that teachers linked attendance with engagement of students in their lessons and academic success, rigour or challenge.

Highly aspiring high school students talked about being challenged and others enjoy the opportunities to be involved in some STEM-related competitions and challenges. There is some sharing of classes and group work across Year 4/5 classes, digital technology lessons are provided for the JS and MS students, and JS students access PE, arts and Thinking Skills in 5-week blocks. The numeracy coach involves JS students in a range of problem-solving activities.

Aboriginal students enjoy having a 'Nunga room', and access a number of programs, including 'on your bike', SASTA, AIME and Ice Factor. Two Aboriginal students participated in the school's annual exchange to Japan in 2014. However, there was consensus amongst a number of teachers and leaders that more needs to be done to support the Aboriginal students' learning, by supporting them to meet deadlines and complete work, and take responsibility for their learning.

There is an expectation that all teachers will participate in the preparation and documentation of Negotiated Education

Plans for students identified as having special learning needs. This work is still to be completed, and it was evident in interviews that many teachers have a limited appreciation of the impact the students' disability has on their capacity to participate and be successful in class. A few teachers are effectively modifying tasks and assessment practices to meet the specific needs of these students.

Direction 1

Encourage all teachers to use the TfEL Framework to develop and implement appropriate pedagogies that focus on differentiating the teaching and learning, and raising the level of achievement of all students.

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

The current Leadership Team at Ocean View B-12 College has recently completed a consultation exercise with all staff to develop a new charter to guide the school's progress in the future. While it is comprehensive, teachers are concerned about its breadth and how the school will be able to achieve the number of priorities included. The Review Panel had similar concerns and shared these with the Principal. Students will provide input in 2017.

It was very evident to the panel that the focus of all leaders across the school is on student and staff wellbeing, and maintaining a school culture where students and staff are happy and 'no student cannot do'. Teachers acknowledged the reliable and professional support they receive from their leaders in managing student behaviour and wellbeing. Staff and leaders talked, often passionately, about a range of projects they were involved in or wanted to introduce, including STEM, positive psychology, restorative justice, mind matters, digital technologies, community-based learning, project-based learning and the TfEL pilot.

It became evident to the Review Panel that low priority is given to curriculum leadership across the school. All leaders have this component included in their Job and Person specifications, and the Deputy Principal role is identified as the 'Director of Studies'.

However, teachers articulated their need for time and guidance in preparation of Learning and Assessment Plans, the sharing of quality teaching practices, moderating assessment tasks, improving task design and developing rubrics. Most students were able to provide an example of a rubric provided by their teacher, although several had difficulty explaining its intention and how it helped them in their learning. Teachers understand the need for uploading curriculum materials onto DayMap, the school's Learner Management System, in preparation for the opening of the parent portal in 2017, but templates are yet to be provided to encourage consistency, and this has not been a priority in any meetings in the weekly schedule. The focus of recent Student Free Days has been on staff wellbeing.

Staff are encouraged to attend relevant professional learning, including through the ECD Partnership, where the focus has been on developing the growth mindsets of teachers and students. The high school teachers are involved in some moderation, both internal and with teachers in other schools in the ECD Partnership, the Federation with Le Fevre High School and with other secondary schools through the Western Adelaide Secondary Schools Network (WASSN). Moderation is yet to be organized for teachers in the MS and JS. There is minimal evidence that any professional learning is aligned to the teachers' Personal Development Plans, which were being reviewed during the week of the External Review. Teachers are hoping to meet with their curriculum leaders in the future, so they can discuss the achievement of their students in these meetings.

The current leadership positions are not yet aligned to emerging school priorities and a number of leaders admitted to struggling with the multiple responsibilities expected of them. This was particularly commented on by the middle level Band 1 leaders who are expected to drive curriculum in the high school and, in some cases, the whole school, but were spending most of their time on student wellbeing. There was wide variation in teachers' understanding of the Australian Curriculum (AC), its content, skills and capabilities and the use of standards in assessment. A number of teachers referred to the AC as a guide only and are looking for more training in 2017.

The JS curriculum leader in 2015 was successful in implementing some curriculum accountability and change in teaching practice, but was not replaced in 2016, and that responsibility has been included in the Assistant Principal role in both MS and JS. There has been time provided for some leadership of literacy, numeracy and digital technologies.

There is a focus on reading and spelling in the JS and some teachers are including guided reading, oral work and modelling the writing genres as a whole class, and including some accelerated literacy strategies. The '3 before me'

strategy was shared by a number of students. The Child Protection curriculum is embedded into the pastoral care program across the school.

STEM was introduced in 2016 as a subject in the high school, with a focus on challenging and engaging students through the use of project-based learning and interdisciplinary study in mathematics and science. There is an intent amongst school leadership to extend this project into the JS and MS from 2017, and additional leadership has been assigned to this whole-school priority. Work on the STEMworks project is well-advanced. There is currently minimal understanding or appreciation of STEM amongst teachers and students, as it is in the early stages, and a plan for the implementation across the college is still being developed.

The inconsistencies evident in the accountability of teachers to follow school directions and implement agreed school policies is a concern for parents and many teachers and leaders. This was particularly mentioned in regard to implementing behaviour management policies, work completion and deadline policies, the completion of Negotiated Education Plans, the uploading of curriculum materials onto DayMap, and the use of DayMap to inform parents about student attendance. Students also referred to the differing expectations teachers have of them and the need for some teachers to better support all students with their learning.

Direction 2

Develop a Birth to Year 12 strategic plan that includes a coherent and collaborative approach to implementing the Australian Curriculum.

How well are the results of data and evidence translated into targeted actions?

Most data about students is stored on DayMap, and teachers are expected to include intervention strategies and have input into the Negotiated Education Plans for students with special needs. Information about new Year 8 students continues to be passed on from feeder primary schools in paper form. Additional data is stored on 'Scorelink', but the new DECD Data Dashboard is yet to be accessed. The Review Panel asked for attendance data that excluded the chronic non-attenders, but this had not been considered. The panel also raised concerns about the impact of the part-time students attending Harbour View and/or Ocean View B-12 College, on the school's attendance data.

The high school team provided all expected datasets, including comprehensive information about students who left the school after Year 10 and after February 2016. Thirty-five of the latter students have subsequently enrolled at Harbor View.

It was evident that less data analysis and intervention had occurred in regard to the consistent underachievement of some MS and JS students in the NAPLAN tests. It was apparent to the Review Panel that many JS and MS teachers are not comfortable or confident to discuss data that is relevant to their students.

Of particular concern to the panel was the apparent disconnect between leaders and teachers in the Children's Centre and reception classes, in regard to the sharing of data and information. More than 70% of children from the Children's Centre transition to reception classes at Ocean View B-12 College, but there is not yet a process for formal or informal sharing of relevant learner data. Eighty percent of children in the Children's Centre have been diagnosed as underdeveloped physically and educationally, yet Reception teachers are not aware of this data and, hence, have not made any allowances in their teaching practice. There is minimal sharing of data observed across the Year 5/6 and Year 9/10 transition points, according to the teachers who were interviewed.

Moreover, it was evident that data about students with disabilities and those in the special class was not always accessed by most teachers, understood and/or used to inform teaching practice.

Direction 3

Develop the data literacy of all teachers and leaders so that evidence of student learning can be analysed and effective intervention strategies developed and implemented.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

Ocean View B-12 College has a prime focus on student wellbeing. There has been limited success in developing a Birth to Year 12 approach or coherent curriculum for all learners. NAPLAN data for some groups of students indicates ongoing underachievement.

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

1. Encourage all teachers to use the TfEL Framework to develop and implement appropriate pedagogies that focus on differentiating the teaching and learning, and raising the level of achievement of all students.
2. Develop a Birth to Year 12 strategic plan that includes a coherent and collaborative approach to implementing the Australian Curriculum.
3. Develop the data literacy of all teachers and leaders so that evidence of student learning can be analysed and effective intervention strategies developed and implemented.

Based on the school's current performance, Ocean View B-12 College will be externally reviewed again in 2017.



Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
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Anne Millard
EXECUTIVE DIRECTOR,
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS

The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.

Chris Brandwood
PRINCIPAL
OCEAN VIEW B-12 COLLEGE

Governing Council Chairperson