

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Ocean View P-12 College

Conducted in September 2021



**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 Kathryn Entwistle, Review Officer of the department's Review, Improvement and Accountability directorate, Ruth Mussger and Ros Frost, Review Principals.

## Review Process

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

- Presentation from the Principal
- Class visits
- Document analysis
- Discussions with:
  - Governing Council representatives
  - Leaders
  - Parent groups
  - School Services Officers (SSOs)
  - Student representatives
  - Teachers.

## School context

Ocean View P-12 College is a birth to year 12 school, comprising a children's centre, primary (R to year 6), middle (years 7 to 9) and senior (years 10 to 12) schools, as well as Harbour View Campus - an offsite facility for flexible completion of the South Australian Certificate of Education (SACE). It is situated 20kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 597. Enrolment at the time of the previous review was 611. The local partnership is Le Fevre Peninsula.

The school has a 2020 ICSEA score of 930 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 23% Aboriginal students, 10% students with disabilities, 8% students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 47% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 5<sup>th</sup> year of their tenure; a Deputy Principal (Band 4), 8.4 Band 1 leaders, 4 Band 3 leaders and 1 Band 2 leader. There are 62.5 FTE staff allocated and 751 ancillary hours including 85 ACEO hours.

### The previous ESR or OTE directions were:

- Direction 1**      **Embed pedagogical agreements across the school by establishing a consistent understanding of the concept of differentiation and ongoing, rigorous professional learning regarding effective differentiated planning and practice.**
- Direction 2**      **Strengthen the positive impact that teaching plans have on student learning, through collective exploration into the application of AC learning outcomes in planning, and then ensuring leaders regularly monitor the quality of these documents.**
- Direction 3**      **Ensure intentional teaching across all learning areas and year levels by strengthening the data literacy of all teachers and leaders, through regular and strategic forums that build their capacity to understand and respond to student achievement data.**

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

Previous directions 1 and 3 will be discussed against line of inquiry two, of this report.

In 2021, the school demonstrates greater consistency regarding curriculum planning. Unit planning documents are applied across all learning areas and include reference to learning outcomes, differentiation strategies and assessment tasks. Greater fidelity regarding the targeted intent of the teaching and learning is apparent. Plans that have been put in place are more closely aligned with the Australian Curriculum and SACE achievement standards. Assessment tasks are better designed to allow students to demonstrate desired learning outcomes. An element of accountability has been introduced as learning area and year level leaders regularly access and review planning documents.



## 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 students' learning?

The school's improvement priorities are understood across learning areas and year levels. Teachers believe that progressing students' literacy skills, is everyone's responsibility. Learning area operational plans (LAOPs) have been consistently designed across all learning areas and year levels. These focus on actions teachers will implement, to raise students' abilities to encode, decode, develop vocabulary and comprehend text. Collaboration during learning area team meetings is allowing teachers to develop their capacity to incorporate the teaching of these skills, within their faculty or year level. The panel acknowledges this intentional approach to improving the teaching of literacy across the school.

A process to regularly monitor students at risk of not achieving standard is implemented in the year 7-12 cohort. Every five weeks, teachers refer to attendance and draft work to identify students' progress towards a passing grade. Those at risk are identified and modifications to support student learning are implemented. In the primary years, students at risk are included in an intervention program to develop their literacy skills.

The school is well placed to further refine its improvement planning work. The LAOPs determine the actions teachers will implement. All documents include success criteria that are intended to evaluate these actions. The success criteria included in the plans vary in their potential to measure the impact of the teaching on student learning. Some refer to teacher actions, or percentages of students attaining a particular level. Effective success criteria are aligned with improvement goals and targets. They allow teachers to regularly evaluate the impact of their practice and state what students will know, understand and do. The teacher can then modify their approach 'in the moment' and adapt teaching to allow all students to achieve.

The collaborative learning area teams provide an ideal forum for teachers and leaders to review and revise the specificity of the success criteria they will refer to when assessing impact of teaching on student learning. The department's improvement planning handbook will be a valuable resource in progressing this work.

**Direction 1      Monitor and enhance teaching actions by designing success criteria that identify what students will know, understand and do if the learning outcome has been achieved.**

## Effective teaching and student learning

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction?

Much work has been undertaken to raise the profile of data informed teaching across the school. A leadership role has been created to allow data to be regularly collated and made accessible to teachers. Wellbeing and attendance data allows staff to understand and cater for students' social or emotional needs. Achievement data is reviewed to identify trends cohorts are demonstrating and to determine students' attainment levels.

A few examples of data used analytically to identify students' miscues were provided. The clinical evaluation of language fundamentals assessment allowed leaders in the year 7-12 cohort to identify students' literacy needs. How these needs will be addressed is still under discussion. Assessments conducted by the speech pathologist allowed teachers to target areas for development of vocabulary. The need for more teachers to understand and use data analytically to determine students' literacy needs, is apparent.

Differentiated practice has been widely discussed. Many teachers report that data has highlighted the students at risk. Differentiated responses for these learners are predominately accommodations. These include offering options as to how students can present their work, having a task read to them or reducing the expected work output. These modifications go some way to allowing students to potentially access tasks and achieve a passing grade. However, they do not address the actual skill the student needs to develop. An analytical understanding of data will allow teachers to identify and teach to students' miscues, or to build on their strengths.

In refining the work undertaken regarding differentiated practices, the next step will be to consider the concept of task design. Whilst a few teachers referred to entry points or students choosing from levelled tasks, there is limited evidence that teachers implement planning that is inclusive and broadly accessible. The school is now well placed to collaboratively explore and develop a more refined approach to differentiated practice through inclusive learning design.

**Direction 2     Maximise all students' potential through a more analytical use of data to identify and respond to learners' needs and to inform inclusive planning and teaching.**



## Effective teaching and student learning

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

The provision of success criteria and learning intentions has been strategically introduced to the school. Evidence of this was apparent in almost all learning areas. Many students are able to describe the purpose of their learning and discuss the characteristics of grades and performance standards. Some learning intentions displayed in classes are less aligned with learning outcomes, for example specifying lesson structure or expected word count. The school continues to refine its work in this area to achieve consistency and alignment with curriculum outcomes.

Examples of contemporary approaches to teaching are operating within the school. Students in a home economics class were engaged in co-constructing an information report. Students in woodwork and technologies are provided learning design that sees them investigate, analyse, plan, implement and evaluate. In science, students hypothesise, experiment and assess. Primary years' students described how their teacher provides a stimulant to prompt thinking at the start of each lesson.

A core purpose document is in the draft stage. This includes the school's vision at its centre and the concepts and approaches that will drive progress towards achieving the desired outcome. Included in the approaches is 'expert teaching-contemporary pedagogy'. Recently teachers and leaders identified a range of high impact teaching strategies based on their research into effect size. These have been collated and will provide a reference as the school moves towards specifying pedagogical expectations.

In developing pedagogical coherence in a F-12 context, it is important to ensure inclusivity. The identification of a few, over-arching pedagogical principles that can be adapted to varied year levels and learning areas will further support this work. This will allow broad implementation of the college's agreed approach, whilst providing the flexibility to apply within differing cohorts across the school.

**Direction 3      Engage and challenge all students through the identification and implementation of a few, evidence based pedagogical principles that apply within a F-12 context.**

# Outcomes of the External School Review 2021

At Ocean View College students and parents appreciate the commitment of staff across the school. High levels of communication, flexibility, care and inclusivity were reported. Students with varying backgrounds, cultures and abilities are provided opportunities to both celebrate their uniqueness and develop their unity.

Leadership over the last 3 years has seen school improvement processes develop effectively. Systems and forums that allow for collaboration, build capacity and bring about coherent improvement have been strategically designed and led. Documentation of teaching and learning plans at the teacher, learning area and whole-school level is thorough, and increasingly targeted. The significance of data in informing teaching is a concept that is broadly understood and continually developing.

The directions from the external school review will support the school in further refining its existing practices.

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

- Direction 1**    **Monitor and enhance teaching actions by designing success criteria that identify what students will know, understand and do if the learning outcome has been achieved.**
- Direction 2**    **Maximise all students' potential through a more analytical use of data to identify and respond to learners' needs and to inform inclusive planning and teaching.**
- Direction 3**    **Engage and challenge all students through the identification and implementation of a few, evidence based pedagogical principles that apply within a F-12 context.**

Based on the school's current performance, Ocean View P-12 College will be externally reviewed again in 2024.



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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 the early years reading progress is monitored against Running Records. In 2020 29% of year 1 and 53% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

Between 2018 and 2020 the trend for year 1 has been upwards from 21% to 29%.

In 2019 the reading results as measured by NAPLAN indicate that 72% of year 3 students, 70% of year 5 students, 50% of year 7 students and 47% of year 9 students demonstrated the expected achievement against the SEA. For years 3 and 5, this result represents an improvement from the historic baseline average and for years 7 and 9, little or no change.

Between 2017 and 2019 the trend for year 5 has been upwards from 36% to 70% and for year 7, the trend has been downwards from 58% to 50%.

For 2019 year 3 and 5 NAPLAN reading, the school is achieving within the results of similar students across government schools and in years 7 and 9, below.

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

In 2019 32% of year 3, 30% of year 5, 8% of year 7 and 8% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents little or no change an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading 69% or 9 of 13 students from year 3 remain in the upper bands at year 5, 75% or 3 of 4 students from year 3 remain in the upper bands at year 7 and 21% or 3 of 14 students from year 3 remain in the upper bands at year 9.

### Numeracy

In 2019 the numeracy results as measured by NAPLAN indicate that 72% of year 3 students, 58% of year 5 students, 35% of year 7 students and 47% of year 9 students demonstrated the expected achievement against the SEA. For year 3 and 5, this result represents an improvement from the historic baseline average, for year 7, a decline and year 9, little or no change.

Between 2017 and 2019 the trend for year 3 and 5 has been upwards from 42% to 72% and 42% to 58% respectively. Between 2017 and 2019 the trend for year 7 has been downward from 53% to 35%.

For 2019 year 3, 5, and 9 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools and for year 7, below.



In 2019 8% of year 3, 3% of year 5, 3% of year 7 and 6% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents little or no change from the historic baseline average.

Between 2017 and 2019 the trend for year 9 high band achievement has been upwards from 2% to 6% and for year 7, the trend has been downwards from 11% to 3%.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy 20% or 1 of 5 students from year 3 remain in the upper bands at year 5, 33% or 1 of 3 students from year 3 remain in the upper bands at year 9.

## **SACE**

In terms of SACE completion in 2020 66% 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. Between 2018 and 2020 SACE October completion has remained at 100%.

For compulsory SACE Stage 1 and 2 subjects in 2020 100% of students successfully completed their Stage 1 Personal Learning Plan, 100% of students successfully completed their Stage 1 literacy units, 99% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2020 100% of grades achieved were at 'C-' level or higher, 12% of grades were at an 'A' level and 47% of grades were at a 'B' level. This result represents an improvement for the 'C-' level or higher grade, little or no change for the 'A' level grade and little or no change for the 'B' level grade from the historic baseline averages

Eighty five percent of students completed SACE using VET and there were 11 students enrolled in the Flexible Learning Options (FLO) program in 2020 and 66 students completed mainstream SACE through the school's Harbor View campus.

In terms of 2020 tertiary entrance, 51% or 29 of 57 students achieved an ATAR score.

In 2020 the school had a moderation adjustment of -1.