

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Springbank Secondary College

Conducted in November 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 Christine Bell, Review Officer of the department's Review, Improvement and Accountability directorate and Lyn Bretag, 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
- Attendance at Governing Council meeting
- Document analysis
- Discussions with:
 - Governing Council representatives
 - Leaders
 - School Services Officers (SSOs)
 - ATSI Team
 - Wellbeing team
 - Student representatives
 - Teachers.

School context

Springbank Secondary College caters for young people from years 8–12. It is situated 8kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 228 students. Enrolment at the time of the previous review was 138. The local partnership is Mitcham Plains.

The school has a 2020 ICSEA score of 992 and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 5% Aboriginal students, 34% students with disabilities, 4% students with English as an additional language or dialect (EALD) background, 4% children/young people in care and 23.7% of students eligible for School Card assistance.

At present, 21 students are enrolled in the Disability Unit across years 10-12. In 2021, students offered Special Class placements are in inclusive classes in years 8 and 9. Inclusive Education practices and pedagogy support students of all abilities in non-segregated classes at year 8 and 9 in 2021.

In 2018, the school established partnerships with Flinders University and the Australian Science and Mathematics School to create a STEAM focus through interdisciplinary studies. A Basketball Academy commenced at the school in 2019 in partnership with Flinders University and Basketball SA.

As of 2021, the school is unzoned.

The school leadership team consists of a Principal in the eighth year of tenure.

Senior Leader Inclusion.

Senior Leader Operations, SACE and Pathways.

Senior Leader Student Wellbeing.

The Senior Leader Curriculum, Pedagogy and Innovation.

There are 21 teachers including, none in the early years of their career and 7 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** Further embedding pedagogical approaches that elicit student engagement through collaborative planning opportunities focused on inquiry based interdisciplinary teaching.
- Direction 2** Consistent delivery of inquiry based interdisciplinary teaching through dedicated and strategic leadership of systems intentionally designed to build teacher capacity and achieve school priorities.
- Direction 3** Design and deliver personalised learning opportunities for all students by building consistent understanding of effective data analysis to form intentional planning and teaching.

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| What impact has the implementation of previous directions had on school improvement? |
| Direction 1: Most teachers are engaged in team teaching (to support interdisciplinary teaching and learning and inclusive education) and are provided with: <ul style="list-style-type: none">• Planning time and showcasing time in staff meetings and pupil free days |

- Release time for collaborative teacher planning whenever requested
- Leader employed to improve teacher pedagogy, curriculum understanding and innovation in 2019 and 2020
- External support from Department for Education curriculum and data leaders (progressive achievement test (PAT) data analysis and literacy support)
- External consultant support for creative & critical thinking and literacy.

Direction 2:

Inclusive pedagogy framework that included:

- Planning for all students (differentiation through gold, silver and bronze strategy) which supports improved achievement, engagement, and attendance for most students
- Co teaching opportunities to support teachers intentional planning
- Professional learning communities (PLCs) twice per term with a focus on inclusive pedagogy
- Extensive development of an inclusive framework and vision for all students
- Disability unit students gradually being integrated into mainstream classes for all subjects.

Direction 3:

Analysis of data includes:

- Traffic light data and analysis twice per term
- Consistent template that allows for next steps required in students' learning
- Planning for individual student improvement includes adjusted teacher actions, steps for student improvement and parent engagement, and support where appropriate
- South Australian Certificate of Education (SACE) data analysed at a whole-school level showing increasing achievement of A and B grades.

Lines of inquiry

Improve practice and monitor strategies and actions

How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

The school has provided extensive support for teachers and support staff to implement inclusive education for all students. The implementation of a monitoring and evaluation process has been expanded to include steps that inform teachers of the changes needed to their practice to support every student. The strategic planning of teachers using a 'going for gold' strategy that encourages students to access the learning at individual levels allows all students to be successful in a quality differentiated framework and is to be commended. Student led three-way conversations with families and teachers in term three, using a portfolio of assessment, provided opportunities for the school and families to partner together to enhance students' learning experiences.

Opportunities exist to build on this work by aligning professional learning for all staff to be strategically linked to the school improvement plan (SIP) goals, with a specific focus on teachers' challenge of practice. The panel acknowledges the school's commitment to team teaching and this process can be strengthened by enacting professional development processes that provide a cycle of focused observations and feedback. This will also include mentoring of new teachers and reflective, data driven conversations, to build teacher consistency and further improve teacher practice and student learning.

Some teachers have engaged in moderation of task design processes externally. Planned time for teachers to collaboratively moderate assessment tasks internally will build a common understanding and expectation of student achievement and ensure a consistency exists with regards to learning achievement standards. Leaders are well positioned to build this improved practice by leading professional learning for all staff to understand the connection between quality assessment task design and formative assessment. This will include planning processes to ensure teachers provide effective feedback to students, actively involve students in their own learning and adjust their teaching practice in response to student assessments and feedback.

Direction 1 **Embed evidence based high impact pedagogical practices through the development and implementation of statements of expectations to improve student learning outcomes.**

Effective teaching and student learning

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

The school is providing quality opportunities for all students to be successful in their learning through the implementation of an inclusive learning framework that is evidence-based and intentional. This has included building staff capacity to differentiate the learning to meet students' needs, prior knowledge, skills, and interests to build engagement and connectedness to learning.

Most teachers use learning intentions that clearly show students what level of performance is required to be successful. The panel saw evidence of some effective teaching practice, the challenge for the school is to explore opportunities for all teachers to be operating at this quality level of pedagogical practice.

All students spoken to by the panel could articulate teachers use of success criteria or learning goals and said they were developed by the teacher. Involving students in designing success criteria deriving from the learning intentions, will raise stretch, challenge, and engagement for students. To maintain a positive and challenging learning environment for all students there needs to be effective planning by teachers to work in partnership with their students to make decisions about their learning.

Opportunities exist to develop a whole-school strategic approach to embedding high impact teaching strategies, through collaboratively developing statements of expectations. These can include formative assessment, students setting learning goals using their data, embedding success criteria and learning intentions, and engaging in peer tutoring and collaborative learning. Most teachers indicated a readiness for further developing their craft of teaching and to challenge and inspire their students.

The leadership team is well positioned to be able to lead teachers through regularly monitoring the implementation of their classroom practice and collaborative reflection conversations. Leading staff professional learning using current research and theory and undertaking formal and informal discussions around teaching and learning, will support the teachers to raise student achievement and sustained high performance.

As teachers build on this improvement process and adjust their planning and teaching accordingly, there will be immediate and ongoing improvement for all students.

Direction 2 Deepen and embed the use of data and leader, peer and student feedback to ensure teachers adjust their practice.

Outcomes of the External School Review 2021

Springbank Secondary College is to be commended for the extensive processes of research and evidence based best practice undertaken to implement inclusive learning for all students. The school has partnered with Flinders University and the Australian Science and Mathematics School to build a Science, Technology Engineering, Arts and Mathematics (STEAM) focus of interdisciplinary and differentiated learning that has enhanced students' educational outcomes and schooling experiences.

All staff at the school are committed to improving learning achievement and outcomes and students spoke openly and honestly about their opportunities for individualised learning and achievement. Students also appreciate the dedication shown by all teachers and support workers to provide optimum learning conditions that support their learning success.

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

Direction 1 **Embed evidence based high impact pedagogical practices through the development and implementation of statements of expectations to improve student learning outcomes.**

Direction 2 **Deepen and embed the use of data and leader, peer and student feedback to ensure teachers adjust their practice.**

Based on the school's current performance, Springbank Secondary College will be externally reviewed again in 2024.



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Wendy House
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Springbank Secondary College



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 2021 the reading results as measured by NAPLAN indicate that 48% of year 9 students demonstrated the expected achievement against the SEA. This result represents a decline from the historic baseline average.

Between 2019 and 2021 the trend for year 9 has been downwards from 65% to 48%.

For 2021 year 9 NAPLAN reading the school is achieving lower than the results of similar students across government schools.

In 2021 0% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 9 this result represents little or no change from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 0% or 0 out of 5 students from year 3 remain in the upper bands at year 9.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 48% of year 9 students demonstrated the expected achievement against the SEA. This result represents little or no change from the historic baseline average.

Between 2019 and 2021 the trend for year 9 has been upwards from 46% to 48%.

For 2021 year 9 NAPLAN numeracy the school is achieving lower than the results of similar groups of students across government schools.

Between 2018 and 2021 the school has consistently achieved lower in year 9 NAPLAN numeracy relative to the results of similar groups of students across government schools.

Between 2017 and 2021, the trend for year 9 has been downwards from 83% to 48%.

In 2021 0% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 9 this result represents a decline from the historic baseline average.

Between 2019 and 2021 the trend for year 9 has been downwards from 4% to 0%.

SACE

In terms of SACE completion in 2020 83% of students enrolled in February and 86% of those enrolled in October who had the potential to complete their SACE did go on to successfully achieve SACE.

For compulsory SACE Stage 1 and 2 subjects in 2019 91% of students successfully completed their Stage 1 Personal Learning Plan, 100% of students successfully completed their Stage 1 literacy units, 90% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2020 84% of grades achieved were at 'C-' level or higher, 23% of grades were at an 'A' level and 13% of grades were at a 'B' level. This result represents an improvement for

the 'A' level grade and a decline for the 'B' level grade from the historic baseline averages. Between 2018 and 2020 the trend for 'C-' or higher has been downwards from 92% in 2018 to 84% in 2020.

One student completed SACE using VET (9%) and there were 14 students enrolled in the Flexible Learning Options (FLO) program in 2020.

In terms of 2020 tertiary entrance 40% or 2 out of 5 potential students achieved an ATAR score.