

Partnerships, Schools and Preschools

External School Review

**Glossop Community School
School Summary Report
November 2022**



Government of South Australia
Department for Education

External School 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 our schools.

The External School Review framework is referenced throughout all stages of the review process.

This summary 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 summary report.

Round table participants

Luke Morrow	Principal
Brenton Chapman	Education Director
Sue Mittiga	Review Officer

Review team

Sue Mittiga	Review Officer
Katherine Holman	Review Principal

Post review meeting participants

Luke Morrow	Principal
Brenton Chapman	Education Director
Sue Mittiga	Review Officer
Sally Wright	Principal Consultant

Process

The following processes were used to gather evidence relevant to the Lines of Inquiry:

- Round Table Discussion
- Principal/leadership focused walkthrough
- School Services Officer (SSO) forum
- Variety of teacher forums
- Student forums
- Class visits
- Book reviews
- Curriculum documentation
- Governing Council chairperson
- Parent forum with 3 parents
- Examination of an extensive range of school documentation including a comprehensive overview of the processes used to develop and embed effective school improvement planning across the site.

Impact of directions from the previous External School Review in August 2019

The principal has built staff ownership and understanding of the School Improvement Plan (SIP). Staff have a clear line of sight from the challenges of practice to classroom practice. Evidence-based programs in reading, phonics and phonemic awareness that are aligned to the challenge of practice are being explicitly taught in all classrooms. Individual student achievement data is showing growth as a result of changes to classroom practice. Training and development, performance development and resources are aligned to the site improvement planning processes. Staff have accessed extensive training, support and mentoring through engagement with the Literacy Guarantee Unit (LGU) and the Local Education Team (LET). Training and development in formative assessment has begun and will be continuing during 2023.

Glossop Community School has multi-year level classes and some students with complex learning and behaviour needs. External expertise is being accessed to support with the planning of sequential learning for all students. Staff track, monitor and analyse multiple measures of student data to inform their planning. This is recorded and shared on spreadsheets.

All staff have been trained in trauma informed practices and are developing skills and strategies to support students with complex needs to self-regulate behaviour. Ready to learn and sensory areas have been established in all classrooms. Staff are currently undertaking training in Positive Behaviour Learning. Increased student engagement has been reported by staff and parents.

Expert teaching line of inquiry: How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction to improve outcomes?

Strengths and challenges

- The principal is leading staff to improve and inform their practice implementing evidenced based programs and analysing multiple measures of data to determine the next steps in teaching and learning.
- Student achievement shows many students below standard. Aggregate data between 2018 to 2022 for year 3 NAPLAN reading indicates 41% of students at SEA and year 5 NAPLAN reading 62% at SEA.
- Individual student data collected and analysed by staff in 2022 is showing progress. Staff report improvement in student growth and engagement. They track and monitor their student's progress through extensive datasets recorded on spreadsheets.
- Evidenced based programs have been implemented in literacy and the data collected and analysed to identify the next steps in learning. Staff also report that they have started referring to the departmental scope and sequence documents to support this work. The junior primary teacher uses photo evidence of students demonstrating their learning outcomes.
- Data is being used to differentiate groups and learning tasks. Staff and students can articulate how learning is differentiated. An ongoing challenge is to manage challenging and complex student learning needs in multi-year level classes where many students are below SEA.
- SSOs stated there a healthy culture of sharing student learning information and there are frequent opportunities to exchange student progress information with teachers. The Governing Council Chair reported that teachers use data to differentiate learning and the growth in student learning data is reported at governing council meetings.
- Learning data is identifying gaps in learning achievement and staff are revisiting and reteaching sequences of learning to fill the gaps.
- The primary class is beginning to connect students with their data. Students were familiar with some of their achievement data and can access their learner profile information using a QR code.
- The principal facilitated training in two modules of formative assessment. This work is in its infancy and will be a continuing focus in 2023
- Year 3 to 6 students discussed how feedback supports their learning. They reported that books are marked, the teacher provided feedback on how to improve their work and that they can resubmit drafts.
- Staff reported students come to school with limited oral language and literacy experiences. A challenge will be to further develop student oral language skills and their ability to talk about their learning.
- In the year 3 to 6 class, students discussed how they use learning intentions and success criteria to support their learning. The reception to year 2 class have begun using learning intentions in science however learning intentions and success criteria are not consistently used in other curriculum areas
- SSO staff stated there is a healthy culture of sharing student learning information and that there are frequent opportunities to exchange student progress information with teachers

Potential next steps

- Strengthen staff conceptual understanding and ability to effectively use formative assessment and feedback.
- Use student data to develop individual learning goals and strategies on how to achieve them.
- Strengthen the use of learning intentions and success criteria consistently across the school building the language of learning.

Direction 1 Strengthen staff conceptual understanding and ability to analyse formative assessment and feedback data to determine the next steps in learning and differentiate practice.



EXPERT TEACHING

Assessment and feedback: Indicators of quality

Indicators of quality:

Student data and evidence

Teachers rarely use pre-assessment to understand students' needs and strengths. Teachers plan and deliver work based on students year level and deliver 'one size, fits all' lessons. Students at risk of not achieving can access intervention but this is not data driven.

Student data and evidence

Teachers use pre-assessment to understand students' needs and strengths in literacy and maths. They use this evidence to plan units of work to address the learning needs of middle and low band students. Most students can access learning through different entry and exits points. There is evidence of success in terms of students reaching SEA.

Student data and evidence

Teachers use pre-assessment to understand individual student's needs and strengths. They use this evidence to plan units of work to address low, middle and high achieving students. Students can access learning through multiple entry and exits points with an increasing number experiencing success, resulting in improved student learning outcomes.

Student data and evidence

All teachers use pre-assessment of student readiness, interest and learning profile to understand individual student's needs and strengths. They use this evidence to plan units of work to address the diversity of student learning needs and ensure a personalised developmental pathway towards the achievement of outcomes for all students. Students can access learning through multiple entry and exit points with all experiencing success, resulting in improved student learning outcomes.

Formative assessment and feedback

Teachers use summative tasks and processes to check for understanding but these are not aligned to learning intentions. Grades are shared in formal student reports. Some students report their grades do not match perceived understanding of their achievement.

Formative assessment and feedback

Teachers use both summative and formative tasks and processes to check for understanding. Students receive limited feedback which provides some understanding of achievement and a final grade. A few teachers share grades with parents and carers but this is not consistent practice.

Formative assessment and feedback

Teachers use formative tasks and processes to check for understanding against the learning intentions and provide feedback to learners. Students receive a grade on their final piece of work which does not provide opportunity to improve current work but supports future improvement. Grades are sometimes shared with parents and carers.

Formative assessment and feedback

Teachers use formative tasks and processes to check for understanding against the learning intentions, elicit evidence of learning and provide feedback to learners at whole class and individual student level. Students receive graded draft work which motivates improvement, resulting in increased student learning outcomes. Grades are routinely shared with parents and carers.

Standards and general capabilities

Teachers do not consistently link learning to the curriculum standards or provide sequenced opportunities to link the learning. The subsequent disconnect in learning impacts on students' level of understanding and achievement.

Standards and general capabilities

Teachers are developing opportunities to connect the intended learning and link this to the achievement standards. Teachers use learning intentions to support understanding of what they are learning with limited capability to sequence learning that enables students to connect and build on concepts and skills.

Standards and general capabilities

Teachers connect the intended learning to the relevant aspects of the achievement standards. Most teachers sequence learning which clearly outlines the progression of learning area concepts and skills as they build in complexity over time. Teachers are strengthening their practice to use the standards and learning intentions to design experiences to capture evidence of development.

Standards and general capabilities

Teachers connect the intended learning and intentionally sequenced learning experiences towards the relevant aspects of the achievement standards. The sequence of learning clearly outlines the progression of learning area concepts and skills as they build in complexity over time. Teachers effectively use the standards and learning intentions to design experiences to capture evidence of development.

Self and peer assessment and feedback

Limited opportunities for formative feedback impact on students' understanding of how they can improve their work. Marked work contains positive and general comments with little formative feedback informing students of what they need to do to improve. Students have no formal processes for peer feedback. Teachers do not share feedback with parents and carers which limits their ability to support their child's learning.

Self and peer assessment and feedback

Teachers provide formative feedback to support students. Most feedback is provided after students have completed work which limits its impact on higher levels of achievement. Teachers strategically gather assessment data but this is not analysed to reflect on their practice. Student feedback is collected but is not actively used to inform teaching. Teachers are developing their skills to vary the feedback process depending on context. Some teachers share key pieces of feedback with parents and carers which enables them to further support their child's learning.

Self and peer assessment and feedback

Teachers provide clear formative feedback to support students know what they need to do to improve their work. Most teachers are developing peer feedback to further support student achievement. Targeted and timely feedback supports students to reflect on and refine their learning resulting in higher levels of achievement. Teachers gather and analyse assessment data to reflect on their practice and are beginning to use student feedback to inform their teaching. Teachers vary the feedback process depending on context. Structures and processes enable parents and carers to access key pieces of feedback which enables them to further support their child's learning.

Self and peer assessment and feedback

Teachers and peers provide specific, accurate and clear formative feedback to support students know what they need to do to improve their work. Targeted and timely feedback supports students to reflect on and refine their learning resulting in higher levels of achievement. Teachers strategically gather and analyse assessment data to refine their practice. Students are upskilled to provide peer feedback which is actively used to inform learning. Teachers seek and actively use student feedback to inform their practice. Teachers vary the feedback process depending on context. Embedded structures and processes enable parents and carers to access feedback which enables them to further support their child's learning.

Moderation processes

Teachers do not collect artefacts and evidence of learning to set standards aligned to curriculum standards. Teacher assignment of student grades is inconsistent and not moderated.

Moderation processes

Teachers are beginning to collect artefacts and evidence of learning in literacy and maths, and set standards using these artefacts to ensure consistency and comparability in judgements. Teachers rely on outside expertise to support and moderate their judgements.

Moderation processes

Teachers collect artefacts and evidence of learning and set standards using these artefacts to ensure consistency and comparability in judgements. All teachers collectively engage with others in design, implementation, assessment and moderations of their artefacts and evidence to confirm the standards and ensure reliability of judgements.

Moderation processes

Teachers collect artefacts and evidence of learning and set standards using these artefacts to ensure consistency and comparability in judgements. Teachers coach and upskill others in moderation practice. All teachers collectively engage with others in the design, implementation, assessment and moderation of their artefacts. Teachers use evidence to confirm the standards and ensure the reliability of judgements.

Quality leadership line of inquiry: How effective are the school's professional learning and performance development processes in building teacher capability to accelerate student learning?

Strengths and challenges

- The principal demonstrated instructional leadership in the walkthrough by sharing a deep understanding of the diverse range of student learning and teacher practice. The leadership walkthrough highlighted evidence of a clear line of sight from classroom practice to the SIP, including explicit differentiated phonics and reading instruction.
- Teachers understand the SIP challenge of practice and its connection back to classroom practice. They articulate how the challenges of practice are being transferred into teaching and learning. Staff participate in ongoing reflection and review of the SIP.
- Analysing student achievement data has led to adjustments to the SIP challenge of practice and changes to classroom practice. An example is adapting and implementing strategies to support explicit reading instruction.
- The principal has supported the new graduate teacher to build their capability through mentoring and coaching with a site-based mentor, connecting them to the early career teachers' portfolio and professional development.
- Staff have accessed professional support and mentoring through LGU staff, special educators and the LET curriculum lead. The year 3 to 6 teacher regularly collaborates with the Special Educator to plan and differentiate to learning for multiple year levels and complex students using the curriculum units. As many students are below SEA, a challenge will be to adjust and modify the units to meet the learning needs of all students.
- With the support from the Special Educator, play based learning experiences aligned to the achievement standards are being developed and implemented for special needs students in the year 3 to 6 class.
- The principal is building leadership capability through participation in the Department for Education Instructional Leadership training program. Staff have accessed training and development in literacy, numeracy and assessment aligned to the SIP actions. SSOs reported they accessed training in trauma informed practices and intervention programs, which has supported their work with students.
- The principal has commenced training in providing formal and informal observational feedback to staff. This is in its infancy and will be an ongoing priority for the school.
- Staff receive feedback on their practice through performance processes and work with mentors and coaches. SSOs commented that they receive feedback through these processes and from the teachers about their work.
- Teachers participate in sprint cycles through small schools Professional Learning Communities (PLCs). Learning sprint foci is aligned to the challenges of practice. Small school collaboration provides opportunities to share learning sprints, evidence of improvement and the impact on student learning. A challenge will be to identify effective sprint strategies and practices that impact positively on learning outcomes and embed them consistently into classroom practice and learning agreements.
- Literacy data has identified vocabulary and oral language as areas for further improvement. There is an opportunity to build staff knowledge and understanding of oral language development.

Potential next steps

- Refine processes and practices to build the continuity of learning across the school.
- Build a shared understanding of oral language and vocabulary development to support student literacy.
- Strengthen PLC processes and sprint cycles to inform and change practice.
- Continue to build coaching and mentoring networks. Strengthen processes to provide explicit feedback to staff on their teaching practice.

Direction 2 Build teacher knowledge and understanding of oral language and vocabulary development as a foundation to improve student learning outcomes in literacy and numeracy.



QUALITY LEADERSHIP

Building teacher capability: Indicators of quality

Indicators of quality:

Professional learning and performance development

There is limited understanding of the connection between professional growth and improving student achievement. Professional learning is teacher driven and sometimes linked to the SIP. Informal learning occurs but has limited impact on building teacher capability to deliver on SIP goals.

Professional learning and performance development

An understanding that professional growth is critical to improving student achievement is developing. Professional learning is aligned to the SIP and performance development but is not always high quality or evidence-based and limited to a few teachers. Teachers have some opportunity to share professional learning which has some impact on student achievement.

Professional learning and performance development

A collective understanding that continuous professional growth is critical to improving student achievement is evident. High-quality, evidence-based professional learning is aligned to the SIP and performance development but this is not consistent across the whole school. While this improves teacher effectiveness and results in improved student learning outcomes it is limited to pockets within the school. A cycle of formal and informal professional learning, reflection and effective feedback builds teacher capability to deliver on SIP goals.

Professional learning and performance development

A deep understanding that continuous professional growth is critical to improving student achievement is embedded. High-quality, evidence-based professional learning is aligned to the SIP and performance development. This improves collective teacher effectiveness and results in improved student learning outcomes. A cycle of formal and informal professional learning, reflection and effective feedback builds teacher capability to deliver on SIP goals.

Effective structures and processes

Teachers do not feel their expertise is valued which negatively impacts on a culture of learning. Teachers complete professional development plans but these are not systematically followed through. There are limited opportunities for observations and, when they do occur, teachers are not provided with explicit steps to improve their practice which has negative impact on student learning outcomes. Leaders do not have a clear line of sight from the SIP to teacher practice and student learning outcomes.

Effective structures and processes

Some teachers are seen as leaders and leaders value their expertise. A timetable supports professional learning and PDPs but these sometimes do not happen due to competing demands. PLCs have been developed but are not focused on improving teacher practice. Lack of structured meeting times further reduces their impact on student learning. Performance conversations are data driven but do not provide teachers with the next steps to improve their practice which reduces teachers impact on student learning outcomes. Leaders have limited line of sight from the SIP and teacher practice to student learning outcomes.

Effective structures and processes

Most teachers are seen as leaders and a culture of valuing teacher expertise exists. A published timetable supports PLCs, professional learning, peer observations and professional conversations but these sometimes do not happen due to competing demands. Performance conversations are data driven and provide clarity on next steps to improve teacher practice which results in improved student learning outcomes. Leaders maintain a clear line of sight from the SIP and teacher practice to student learning outcomes.

Effective structures and processes

All teachers are seen as leaders and an embedded culture of valuing teacher expertise exists. A systematic approach to timetabling enables PLCs, professional learning, peer observations and performance conversations to routinely occur. Performance conversations are data driven and provide clarity on next steps to improve teacher practice and directly links to improving student learning outcomes. Leaders maintain a clear line of sight from the SIP, professional learning, performance conversations and teacher practice to student learning outcomes.

Feedback to build teacher capability

Teachers have limited opportunity to receive effective feedback on their practice. Leaders have little understanding of individual teacher classroom practice which reduces their ability to provide feedback. Classroom practice is not deprivatised and teachers are resistant to being observed. The absence of constructive feedback means there is little growth in teacher capability which negatively impacts on student achievement data.

Feedback to build teacher capability

A collaborative whole-school approach to feedback is being developed. Formal observations support performance development processes but are irregular and do not provide teachers with next steps to improve their practice. Some teachers informally observe peers which affirms effective practice but does not provide constructive feedback. Current processes for feedback have little impact on student learning outcomes. Teachers rarely seek student feedback.

Feedback to build teacher capability

A documented whole-school approach to feedback guides practice and results in some improved student outcomes. Formal and informal observations allow leaders and peers to provide feedback to teachers who adjust their practice accordingly. Whilst some feedback provides explicit next steps to improve teacher practice, this is not consistent. Where teachers are provided with explicit feedback and adjust their practice, there is notable improvement in student learning outcomes. Teachers are developing processes to collect student feedback but there is variability in how this is used to improve their practice.

Feedback to build teacher capability

A documented whole-school approach to feedback is embedded and enacted and results in improved student outcomes. Formal and informal observations allow leaders and peers to routinely provide explicit feedback to teachers on their practice. Teachers adjust their practice accordingly and evaluate the impact of their actions on student outcomes. Teachers routinely seek student feedback which informs and strengthens their practice. The continuous cycle of observation, feedback, reflection and evaluation results in measurable improvement in student learning outcomes.

Mentoring and coaching

There are limited opportunities that enable effective mentoring and coaching of teachers. Leaders restrict mentoring to early career teachers. Mentor teachers have not accessed professional learning to support constructive conversations which impacts on the quality of feedback provided. Currently, mentoring and feedback have little impact on student learning outcomes.

Mentoring and coaching

Mentoring and coaching and is a developing practice and is yet to be implemented across the whole school. The school uses external expertise to improve teacher practice but this is not always aligned to SIP focus areas. Teachers involved in coaching and mentoring are adjusting their practice and are beginning to see the impact of these changes on student learning outcomes.

Mentoring and coaching

A whole school approach to mentoring and coaching is evident and builds teacher effectiveness resulting in improved student learning outcomes. The school uses internal expertise to improve teacher practice in the SIP focus areas. Teachers can articulate the changes to their practice and are beginning to evaluate the impact on student learning outcomes. Teachers are developing skills to provide explicit feedback to colleagues in a constructive manner.

Mentoring and coaching

A whole-school approach to mentoring and coaching is embedded and builds teacher effectiveness resulting in improved student learning outcomes. The school uses internal and external expertise to improve teacher practice in the SIP focus areas. Teachers can articulate the changes to their practice and evaluate the impact on student learning outcomes. Professional learning enables teachers to provide explicit feedback to colleagues in a constructive manner whilst strengthening coherence.

Conditions for optimal learning line of inquiry: To what extent are all students, including Aboriginal students and other priority groups improving in their learning?

Strengths and challenges

- All staff have accessed training in trauma informed practice including Berry Street model and Positive Behaviour Learning. Staff reported that trauma informed strategies have improved student engagement.
- Primary students reported that their teacher uses a variety of strategies to engage them with their learning including games, challenging work, different tasks, individual and small group instruction.
- All staff reported that students are becoming more confident through successful learning experiences and celebrating successes with students.
- The school has engaged the department's self-regulation service to develop responsive strategies for individual students to support them to self-regulate. There are established sensory spaces and ready to learn areas. Visual timetables, anchor charts and word walls to support and scaffold learning for students.
- The school tracks cohort student learning and attendance data. Student attendance data year to date is 70% however for Aboriginal students it is 65%. Aggregate data for 2018 to 2022 indicates 28% of Aboriginal students in year 3 are at SEA and 33% of year 5 Aboriginal students are at SEA for NAPLAN reading. No Aboriginal students in year 3 or 5 achieved higher band for NAPLAN reading. All Aboriginal students are accessing MultiLit intervention.
- Aboriginal student attendance is an ongoing challenge for the school impacting the learning outcomes and the continuity of learning for students. A challenge is to continue to work in partnership with Aboriginal parents to provide support, encouraging students to attend and access their learning entitlements.
- The Aboriginal Community Engagement Officer (ACEO) works with groups of students connecting them to culture through experience, seeing and doing. An example being a recent excursion to the flood plains looking at the impact of the water on the environment and making cultural connections.
- Opportunities are provided for Aboriginal students to celebrate their culture. Year 5 students participate in Aboriginal art with local Aboriginal community members.
- Intervention is provided through MacqLit, one-to-one, and small group SSO support and testing provides evidence of improved learning outcomes. 30% of students have high level learning or behavioural needs and the school is in the process of applying for extra funding to support their functional needs.
- One Plans will be refined in 2023 with explicit learning goals and shared with students and parents/caregivers.
- Student learning goals are in their infancy. A challenge will be for all students to use their learning data to set personal goals, linked to one plans and to review them in a continuous cycle.
- Staff reported that behaviour impacts on student learning. All staff support students to reset and individual strategies are being developed to support students to self-regulate and engage in learning.
- Governing council and parents reported a high level of satisfaction with the school. Parents reported that the principal has implemented positive changes that are improving student engagement, learning and behaviour
- Parents reported that they were not aware of any bullying or harassment between students.
- Students were consulted in the rebranding of the school uniform and logo, and through the Student Representative Council (SRC), students are negotiating to reopen the 'Glossy' shop.

Potential next steps

- Students to use their learning data to set and review personal goals in a continuous cycle.
- Refine and embed trauma informed practices consistently across the school to ensure students are engaged and ready to learn.
- Further refine and develop one plans for priority groups.
- To develop strategies to connect with community to improve attendance for Aboriginal students.

Direction 3 Refine and embed strategies that support the diverse functional, behavioural and learning needs of students to improve student engagement and learning outcomes.



CONDITIONS FOR OPTIMAL LEARNING

Inclusion: Indicators of quality

Indicators of quality:

Strategies to support inclusion

Staff promote behaviours that demonstrate respect for all children and young people. Inclusivity is an area for growth with teachers unclear on accommodating the functional needs of all students. Data is not disaggregated for Aboriginal students and other priority groups. Identified students are overrepresented in behaviour data and students not meeting the SEA.

Plan, design and review

Teachers have limited understanding of students' cultural and linguistic diversity and how to use this diversity in the classroom. Staff rely on SSO support and the wellbeing leader to promote strategies to support learner engagement. Identified students are overrepresented in interventions programs. Interventions are not data driven and are variable in how they match student learning needs.

Work in partnership

Leaders and teachers have limited consultation with community and Aboriginal Elders which impacts on their ability to meet the diverse learning needs of students in a culturally responsive manner. Leaders have completed the Aboriginal Learner Achievement Leaders Resource but do not use it to shape teacher practice. One-plans may be written in collaboration with external providers. The absence of parent and community input limits opportunities to work in partnership to support student learning.

Demonstrating learning progress

Not all identified students have a One-plan with goals to guide their learning resulting in minimal student progress. External providers and annual review provides opportunity to set new learning goals. Data and evidence is not regularly reviewed to identify next steps in learning. Some students have strong connections to teachers which is reflected in achievement data.

Strategies to support inclusion

Staff model and promote behaviour that values diversity and demonstrates respect for all children and young people. Staff are developing inclusive practices that supports the functional needs of students and enables successful learning. Data is not disaggregated for Aboriginal students and other priority groups. Teachers analyse their own data at class level.

Plan, design and review

Teachers are developing and understanding of students' cultural and linguistic diversity and how to use this diversity in the classroom. Teachers work with the wellbeing leader to adjust their practice to accommodate the diverse learning needs of students in a culturally responsive manner. Evidence-based interventions match individual student learning needs, but these are not regularly monitored resulting in some students staying in intervention programs for a long period of time with little impact on their learning.

Work in partnership

Leaders are developing relationships with community and Aboriginal Elders with the intent of meeting the diverse learning needs of students in a culturally responsive manner. Leaders use the Aboriginal Learner Achievement Leaders Resource. 'Wrap-around' support is provided for high priority students at risk. A student review team exists and meets to provide teachers with support to meet the diverse learning needs of students. Aboriginal educators provide support when requested but largely oversee withdrawal intervention for students. One-plans are written in collaboration with external providers and parents. Leaders connect with parents, but the teacher does not attend these meetings.

Demonstrating learning progress

Identified students have a One-plan with goals to guide their learning. Teachers review data and evidence to identify next steps in learning. One-plans highlight student learning progress. Students' connections to the school are reflected in achievement data.

Strategies to support inclusion

Staff model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate. Most staff have an inclusive approach that supports the functional needs of students and enables successful learning. Data is disaggregated for Aboriginal students and other priority groups as cohort and teachers work with external expertise to adjust their practice to support student learning.

Plan, design and review

Most teachers understand students' cultural and linguistic diversity and how to use this diversity in the classroom. Some staff have completed cultural competency training and are beginning to adapt their practice and influence the practice of others. Teachers work with internal and external expertise to revise their practice to meet the diverse learning needs of students. Evidence-based interventions match individual student learning needs and are regularly reviewed, monitored, and evaluated.

Work in partnership

Leaders consult with community and Aboriginal Elders to meet the diverse learning needs of students in a culturally responsive manner. Leaders use the Aboriginal Learner Achievement Leaders Resource to refine teacher practice. 'Wrap-around' support is provided for high priority students at risk. A student review team exists and meets to provide teachers with support to meet the diverse learning needs of students. One-plans are written in collaboration with external providers, parents and community members. Leaders connect with parents, but only some teacher attend these meetings. Community leaders engage with the school at significant events throughout the year but have limited influence on learning.

Demonstrating learning progress

All identified students have a comprehensive One-plan with goals to guide their learning. Teachers and leaders meet regularly to review data and evidence to identify next steps in learning. One-plans strategically target student learning and demonstrate learning progress. Students' strong connections to the school are reflected in achievement data.

Strategies to support inclusion

All staff model and promote behaviour that values diversity, demonstrates respect for and inclusion of all children and young people, and promotes a positive school climate. This inclusive approach supports the functional needs of all students and enables successful learning. Data is disaggregated for Aboriginal students and other priority groups to identify trends and patterns and inform best, effective practice. Staff access internal expertise which supports teachers provide optimal strategies for inclusion.

Plan, design and review

Teachers understand students' cultural and linguistic diversity and how to use this diversity in the classroom. Teachers use cross curriculum priorities and a guaranteed curriculum to create an equal opportunity for all to learn and grow. All staff have completed cultural competency training. Data is routinely analysed at class, year and school level. Teachers evaluate and revise their practice using evidence-based research to meet the diverse learning needs of students in a culturally responsive manner. Evidence-based interventions occur within the class, match individual student learning needs and are regularly reviewed, monitored, and evaluated resulting in improved student learning outcomes.

Work in partnership

Teachers consult with community and Aboriginal Elders to meet the diverse learning needs of students in a culturally responsive manner. Staff collaboratively use the Aboriginal Learner Achievement Leaders Resource to refine their practice. 'Wrap-around' support is provided for students at risk to strengthen, energise and motivate them to improve resulting in improved outcomes. A student review team meets regularly to provide further support for teachers to accommodate the diverse learning needs of students. Parents and carers routinely meet with teachers and work in partnership to provide optimum outcomes for their children including One-plans. Students' strong connections to the school are reflected in achievement data. Regular support from Aboriginal educators and community leaders support teacher practice resulting in improved learning outcomes.

Demonstrating learning progress

All identified students have a comprehensive One-plan with SMARTAR goals to guide their learning. Regular round table meetings routinely review data and evidence to identify next steps in learning. This collaborative approach positively impacts on student achievement data. One-plans are an integrated part of the learning program which are monitored and reviewed regularly to ensure continuous targeted planning and improved learning outcomes for each individual. Students' strong connections to the school result in improved student achievement data.

Summative comments

Glossop Community School is a small rural school with a strong sense of community and a positive and welcoming school culture. Parents commented positively about the welcoming supportive environment, the excellent communication, enthusiasm of staff and the focus on learning.

Glossop Community School has had significant staff turnover within the last 12 months, including a new principal and classroom teachers (one new graduate and one early career teacher). The principal is leading learning through building staff capability to improve their practice by engaging in professional development and using evidenced based practices. Staff are tracking and monitoring individual student achievement data that is showing growth.

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

- Direction 1** **Strengthen staff conceptual understanding and ability to analyse formative assessment and feedback data to determine the next steps in learning and differentiate practice.**

- Direction 2** **Build teacher knowledge and understanding of oral language and vocabulary development as a foundation to improve student learning outcomes in literacy and numeracy.**

- Direction 3** **Refine and embed strategies that support the diverse functional, behavioural and learning needs of students to improve student engagement and learning outcomes.**

Based on the school's current performance, Glossop Community School will be externally reviewed again in 2025.

Sue Mittiga

Review Officer

Review, Improvement and Accountability directorate

November 2022

QUALITY SCHOOL IMPROVEMENT PLANNING INDICATORS OF QUALITY

Evaluative prompts

Indicators of quality:

				
<p>Step 1 Analyse and prioritise</p>  <p>How well does the school analyse evidence from student achievement and growth data to inform relevant and high-impact goals and targets for improvement?</p>	<p>Leaders analyse student achievement data and evidence to determine goals and targets</p> <p>Goals and targets are not aspirational and realistic</p> <p>There is limited understanding of student learning needs resulting in little or no change in student outcomes</p> <p>Targets are not linked to improvement goals and student success criteria.</p>	<p>Leaders and some teachers analyse student achievement data and evidence to determine goals and targets which can be aspirational and realistic</p> <p>Some teachers display a deep understanding of student learning needs resulting in improved measurable outcomes in those classes.</p> <p>Targets are mainly linked to improvement goals and student success criteria.</p>	<p>Leaders and most teachers effectively analyse multiple measures of student achievement data and evidence to determine goals and targets which are aspirational and realistic</p> <p>Most teachers display a deep understanding of student learning needs resulting in improved measurable outcomes</p> <p>Targets are explicitly linked to improvement goals and student success criteria and defined by summative data.</p>	<p>All leaders and teachers effectively analyse multiple measures of student achievement data and evidence to determine goals and targets which are aspirational and realistic</p> <p>Teachers display a deep understanding of all student learning needs resulting in embedded measurable outcomes</p> <p>Targets are explicitly linked to improvement goals and student success criteria and defined by summative data and cohort trends over time.</p>
<p>Step 2 Determine challenge of practice</p>  <p>How well does the school identify and understand the teacher practice required to achieve the improvement?</p>	<p>The challenge of practice states how improvements in teaching will improve student learning but is not evidence-based</p> <p>There is limited evidence of teachers drawing on curriculum resources to identify strengths and weakness of current practice</p> <p>There is no clear line of sight from the improvement plan to teacher practice and teachers do not connect with the plan resulting in little or no change in student achievement data.</p>	<p>The challenge of practice states how improvements in teaching will improve student learning and has some focus on curriculum delivery, pedagogy, and/or assessment practices</p> <p>The challenge of practice is refined but not evidence-based</p> <p>Some teachers draw on internal expertise to identify strengths and weakness of current practice</p> <p>There is some line of sight from the improvement plan to teacher practice resulting in some improvement in student achievement data.</p>	<p>The challenge of practice states how improvements in teaching will improve student learning and has a focus on curriculum delivery, pedagogy, and/or assessment practices</p> <p>The challenge of practice is evidence-based and refined over time</p> <p>Most teachers draw on internal and external expertise to identify strengths and weakness of current practice</p> <p>There is clear line of sight from the improvement plan to teacher practice resulting in an upward trend in student achievement data.</p>	<p>The challenge of practice explicitly states how improvements in teaching will improve student learning and has a focus on curriculum delivery, pedagogy, and/or assessment practices</p> <p>The challenge of practice is evidence-based and refined over time</p> <p>All teachers draw on internal and external expertise to identify strengths and weakness of current practice</p> <p>There is an explicit line of sight from the improvement plan to teacher practice resulting in an upward trend in student achievement data.</p>
<p>Step 3 Plan actions for improvement</p>  <p>How well does the school identify the success criteria and actions, resources and timelines to achieve improvement goals?</p>	<p>There is limited understanding that actions should be high impact, effective teaching strategies. Actions have limited impact on student outcomes</p> <p>Success criteria are not student focused.</p>	<p>Some actions include high impact effective teaching strategies to enable students to achieve the success criteria resulting in some improvement in student outcomes</p> <p>Success criteria focuses on what students will be able to know, do and understand.</p>	<p>Most actions are high impact effective teaching strategies to enable students to achieve the success criteria resulting in some improvement outcomes</p> <p>Teachers use explicit success criteria to monitor student progress against the targets and there is some adjustment of their teaching.</p>	<p>All actions include high impact effective teaching strategies to enable students to achieve the success criteria resulting in embedded improvement outcomes</p> <p>Teachers use explicit success criteria to monitor student progress against the targets and adjust their teaching accordingly.</p>
<p>Step 4 Improve practice and monitor impact</p>  <p>How effectively does the school monitor the implementation on and enhance the impact of their actions on student learning?</p>	<p>Leaders analyse student achievement data and evidence to regularly track and monitor the SIP</p> <p>There is limited evidence of teachers adjusting their practice resulting in little or no improvement, or a declining trend in student achievement data</p> <p>Leaders facilitate check-ins but these are irregular and there is limited attention to the impact of actions.</p>	<p>Leaders and teachers analyse student achievement data and evidence to regularly track and monitor the SIP</p> <p>Some teachers adjust their practice accordingly resulting in some improvement in student achievement data in those classes</p> <p>Leaders facilitate check-ins to and there is some attention to the impact of actions.</p>	<p>Leaders and teachers use formative assessment of student achievement data and evidence to regularly track and monitor the SIP</p> <p>Most teachers adjust their practice accordingly resulting in an upward trend in student achievement data in those classes</p> <p>Teachers collaboratively engage in check-ins to identify the impact of actions.</p>	<p>Leaders and teachers use formative assessment of student achievement data and evidence to regularly track and monitor student progress and adjust the SIP</p> <p>Teachers adjust their practice accordingly resulting in an upward trend in student achievement data</p> <p>Teachers collaboratively engage in 5 weekly check-ins to identify the impact of actions.</p>
<p>Step 5 Review and evaluate</p>  <p>How well does the school review and evaluate the effectiveness of its improvement planning processes and impact on student learning to inform next steps?</p>	<p>Leaders conduct an evaluation of the improvement plan with limited teacher input. This is then used to inform the next cycle</p> <p>There is no review of improvement processes</p> <p>There is limited opportunity to share success as a whole staff</p> <p>The annual report contains some data that measures the impact of the SIP.</p>	<p>Some teachers are consulted in review and evaluation of the improvement plan and leaders use this to inform the next cycle</p> <p>There is some attempt to review improvement processes as part of evaluation</p> <p>Staff celebrate success</p> <p>The annual report contains data that measures the impact of the SIP.</p>	<p>Most teachers collaboratively engage in analysis of data and evidence and this informs the next steps</p> <p>A review of improvement processes form part of the evaluation</p> <p>Staff share and celebrate success</p> <p>The annual report contains data that measures the impact of the SIP in terms of student learning progress.</p>	<p>All teachers deeply engage in analysis of data and evidence and this informs the next steps</p> <p>Staff share and celebrate successes</p> <p>The annual report contains data that measures the impact of the SIP in terms of student learning progress.</p>

