

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Glenunga International High School

Conducted in October 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 Rob McLaren, Review Officer of the department's Review, Improvement and Accountability directorate and Meredith Edwards, Sylvia Groves and Peter McKay, Review Principals.

## Review Process

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

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

## School context

Glenunga International High School caters for year 8 to 12 students. It is situated 5kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 1769.2 FTE. Enrolment at the time of the previous review was 1773. The local partnership is Greenhill South.

The school has a 2020 ICSEA score of 1142 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 5% Aboriginal students, 7% students with disabilities, 59% students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 10.6% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 7<sup>th</sup> year of tenure which has recently been extended for another 3 years. The Principal is supported by an Executive Leadership Team. This consists of:

- Two Deputy Principals, a Band 6 whose role is Curriculum Development/Teaching and Learning and Head of Senior School, and a Band 5 whose role is Curriculum Implementation (including Timetable HR) and Head of Middle School.
- Four Band 4 positions each with a focus including: Wellbeing, People Development and International Mindedness, Data and Transition and Students as Partners in Learning.
- One Band 2 Large School Logistics.
- Band 2 positions - as leaders of large faculty teams, 20+ including Science, Maths and Technology combined, and English. Arts, Humanities, HPE and Languages are at Band 1 level.
- Band 1 Portfolio Leaders in SACE, I.B., Innovative Technologies, IGNITE.
- Band 2 Innovative Pedagogies Leader who is responsible for developing and implementing our professional learning program around the Pedagogical Framework.
- Band 2 Sub School Leaders lead large teams and create a positive culture for over 350 students at each sub school. Year 8 have 2 Sub School Leaders.

There are 135 teachers, including 16 in the early years of their career and 49 Step 9 teachers.

### The previous ESR or OTE directions were:

- Direction 1** Further strengthen agreed processes and strategies that enable, and make accountable, all teachers to effectively plan for, monitor and support identified high band students.
- Direction 2** Continue development of high-impact teaching and learning strategies aligned to the school's pedagogical framework that will further enhance outcomes for students in high learning bands.
- Direction 3** Refine and further develop reflective practices within the PD&A process and professional learning program to enable high-quality teaching and learning practice that supports the pedagogical framework.
- Direction 4** Further develop staff and student agency to drive ongoing improvement in teaching and learning best practices and develop school life activities that support school priorities.

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

**Student Learning:** The school has rigorously analysed school improvement plan (SIP) processes, identifying the capacity of teachers to access and analyse data effectively. A Band 4 Assistant Principal with a focus on transition to High School and data-driven improvement was appointed to research and implement an improved data platform using Power BI, while building the capacity of leaders in data literacy to monitor and support SIP priorities. A range of initiatives implemented to support leaders and teachers including analysis of progressive achievement test (PAT) data to inform intervention strategies, literacy, and numeracy teams to monitor and support progress of the SIP, and a targeted reading intervention program for identified students.

**Effective teaching:** The school has continued developing high-impact teaching and learning strategies aligned to the school's pedagogical framework to enhance outcomes for students in high learning bands. Refinement and further development of reflective practices within the performance development and accountability (PD&A) process and professional learning program has occurred to embed high-quality teaching and learning practices that support the pedagogical framework. A collaborative review of the existing pedagogical framework resulted in more emphasis on learning theory, targeted teaching, active learning, learning partnerships and reflective practice. The student learner council developed a learner framework outlining the roles and responsibilities for students in this learning partnership. Teachers created teaching-learning cycles (TLC's) to capture curriculum planning, pedagogical strategies, and the global competencies (6 C's) of 21<sup>st</sup> century learning. These combine as part of the learning design and then reflect the effectiveness of delivery and improvements for the future.

PD&A processes have been strengthened to align with the pedagogical framework. Feedback is provided to teachers through collegiate reflection and through observations. Teachers set goals and write and produce evidence-based reflections (vodcasts) informed by data about how their practice has developed and where they will focus next to achieve progress.

**Effective Leadership:** All Executive Leaders have changed how they oversee multiple teams and programs, intentionally developing middle-level leaders' ability to lead rather than manage their areas of responsibility. People development and leadership change provides the focus for creating collaborative teams where skills and understanding is co-developed through a peer coaching model. This supports the effective implementation of the school's improvement priorities as described in its strategic plan. A distributed leadership model with greater leadership density provides support for leaders of large learning area teams.

**Student agency in learning:** A range of strategies, including developing learner partnerships, a student developed learner framework, processes supporting effective feedback to improve teacher practice, and the advancement of student life and voice through several councils have significantly impacted student outcomes.

## 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 student learning?

The school has a clear "line of sight" through effective structures, processes, and evidence to monitor impact and progress towards agreed goals and actions. Executive Leaders described how they are establishing a holistic educational setting, addressing barriers to improvement and change, through high-quality teaching and learning. They are rigorously working to ensure the enactment and achievement of improvement priorities to support improved student learning outcomes for all students.

Responses from leaders and teachers highlighted the important role they have in identifying evidence of impact. The collection, analysis and representation of data and evidence about learning and wellbeing are highly sophisticated. This has enabled the monitoring of school priorities, planning for targeted teaching, and tracking of student progress through to coaching conversations. Leadership uses data as a predictor of future success and as a means of evaluating the effectiveness of programs.

Performance and development processes are evidence-based and linked coherently to the priorities of the strategic and improvement plan. Leadership and teacher practice is strengthened through informed, reflective practice utilising effective and timely feedback from various sources, including, students and peers, classroom observations, and robust professional discussions as part of performance development processes.

The development of student ownership and responsibility for learning is central to the school's focus on developing students as learning partners. Access to their learner profile containing their achievement and wellbeing data has empowered students to take greater ownership of their learning, informing goal setting, collection of learning evidence, monitoring of their progress, and conversations with others about learning growth. Learning conferences reinforce this as they present evidence of their progress to significant adults using e-portfolios. Executive and student leaders have engaged in preliminary discussions through a more holistic lens of how to best demonstrate, measure, and discuss learner growth whilst incorporating observable competencies of 21<sup>st</sup> century learning.

**Direction 1     Strengthen student ownership of learning by broadening the measures of learning growth, incorporating 21st century skills to enable rich coaching conversations with mentor teachers.**

## Effective teaching and student learning

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

Leadership has made a long-standing commitment to collaboratively research and develop a collective understanding and agreement of high-quality teaching and learning. The recently revised pedagogical framework provides teachers with essential practices to plan targeted learning that promotes student responsibility for and active engagement as partners in their learning. Student leaders have developed a student learner framework as a companion document to assist this partnership.

Classroom observations provided wide-ranging evidence of the pedagogical framework's essential practices in action. Teachers referenced the teaching and learning cycles (TLC's) using student achievement data to intentionally plan differentiated learning activities to meet the diverse needs within their classes. This planning highlighted the teaching and learning cycle in which some teacher-direct instruction and questioning preceded students engaging in active learning. A variety of learning and assessment tasks, accessible online to all students, were cited. These provided hooks for engagement, scaffolding, multiple entry and exit points, and challenge supported through the 6C's.

Leaders viewed targeted professional learning and effective, timely feedback as essential in developing people and their practice. Many teachers described structured professional learning where they shared best practices or reflected on their impact on student learning. This has led to new approaches, innovations, and refinements to further improve learning outcomes. Teachers felt supported through performance development processes, where they engaged with leaders and peers in classroom observations, walkthroughs, and rigorous evidence-based PD&A conversations to provide feedback.

A collaboratively developed and researched concept of holistic learning is being refined, drawing together the school's values, principles of learning, and established frameworks, to advance students with twenty-first-century skills to thrive and be successful beyond school. Many of the building blocks of a highly effective framework for learning are in place. The challenge of building consistency of understanding and implementation is a focus for ongoing professional learning and performance development to ensure fidelity and uniformity of these practices.

**Direction 2**    **To ensure currency and consistency of pedagogical practice, continuously monitor and review the effectiveness of current frameworks in supporting the design and delivery of learning in a 21st century context.**

## Effective leadership

How effective are the school's professional learning and performance development processes in building teacher and leadership capacity?

The panel commends the Principal and Executive Leadership team in their endeavour to develop a culture that values and supports the continuous improvement of quality teaching, learning, and achievement. A distributive leadership model was evident with visibly defined roles providing a clear line of sight from the documented strategic priorities to teacher classroom practice. Established frameworks and collaboratively constructed statements of practice support their roles in developing effective teaching and learning.

Leaders referenced structures and processes that build and articulate high expectations for leadership capacity, quality of teaching, and student achievement. Targeted, evidence-based professional learning, clearly documented in the school's calendar, advances the strategic priorities. Teachers spoke positively of leadership's provision of opportunities during T4 sessions, team meetings, and student-free days to support their teams in incorporating new learning and engage in ongoing dialogue while sharing with colleagues.

Middle and Executive Leaders positively described how they are supported in developing their instructional leadership knowledge, skills, and practice to progress people, teams and manage change effectively. All leaders cited their action plans to illustrate their intentionality to achieve this. Many leaders highlighted the strength of well-documented data-informed discussions and evidence-based reflection in the PD&A processes embraced by staff. Leader and teacher use of data and evidence to describe learning progress is well developed, ensuring robust evidence-based conversations about learners and their growth in learning. Leaders outlined opportunities to develop emerging leaders through mentoring and externally sourced leadership development programs.

Further development of leaders and teacher leader's efficacy as instructional leaders of individuals and teams will positively affect the consistency and quality of teaching practice and student outcomes.

**Direction 3     Continue to refine the differentiated approach to developing middle leaders and teacher leaders to lead change and develop people.**

## Effective teaching and student learning

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

Leadership have remained committed to developing a school culture that values and provides authentic opportunities for students in leadership, shaping school life and as partners in learning. Many students believe they have an authentic voice in the school and appreciated the many student-initiated and run clubs and activities that enriched school life.

Student leaders described opportunities that allowed them to develop their leadership skills through comprehensive selection, induction, and training processes that expanded their knowledge, skills, and confidence in working with people. They outlined their roles on school and student councils to have a voice in planning and decision making. A demonstration of their engagement and commitment in these roles has been the development of a strategic plan providing ongoing direction for the student leader body. Additionally, the student learner council's undertaking in creating the learner framework, highlighting practices that enable students to stretch themselves as active learners, has empowered them in their journey to direct their learning.

Students as partners in learning is an essential practice of the pedagogical framework and there are expectations that teacher planning and classroom organisation will support this. Classroom observations evidenced learning activities that encouraged students to apply their knowledge as individuals or in groups to use 21<sup>st</sup> century skills and share their learning in various ways. Students described how they had been taught thinking routines to have strategies to know what to do when they don't know what to do. Many viewed these as supportive strategies to be further developed in the future. They explained how they had been further empowered as partners in learning by being encouraged to provide effective feedback to teachers to make the learning more effective. They can access their learning data through the learner profile and use this data and other evidence to discuss their learning growth with others at learner conferences using E-Portfolios.

Further develop student and teacher capability that enables students to stretch themselves by directing their learning. Collaboratively develop a collective understanding and agreement of highly effective practices that support students as partners in learning through links to the student learner framework.

**Direction 4 Further student ownership of learning through the effective use of student feedback to refine task and learning design.**



# Outcomes of the External School Review 2021

Glenunga International High School has high expectations and a culture of continuous improvement through a shared vision, strategic planning and actions, and interventions that are data-informed and sustained over time.

Shared leadership across the school, and the development of authentic opportunities for students as partners in learning, are highly evident. Targeted professional learning, robust performance development processes, and highly effective regular and strategic evidence-based self-review processes support the development of improvement priorities and teacher practice.

Consistent and sustained high performance and effectiveness have resulted in the growth in student achievement over time that is at or above the Department for Education Standard of Educational Achievement. The percentage of students achieving higher proficiency levels in NAPLAN, Australian Curriculum, SACE and the International Baccalaureate Diploma program has also increased.

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

- Direction 1**    **Strengthen student ownership of learning by broadening the measures of learning growth, incorporating 21st century skills to enable rich coaching conversations with mentor teachers.**
- Direction 2**    **To ensure currency and consistency of pedagogical practice, continuously monitor and review the effectiveness of current frameworks in supporting the design and delivery of learning in a 21st century context.**
- Direction 3**    **Continue to refine the differentiated approach to developing middle leaders and teacher leaders to lead change and develop people.**
- Direction 4**    **Further student ownership of learning through the effective use of student feedback to refine task and learning design.**

Based on the school's current performance, Glenunga International High School will be externally reviewed again in 2024.



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# 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 92% of year 9 students demonstrated the expected achievement against the SEA. This result represents an improvement from the historic baseline average.

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

Between 2019 and 2021 the school has consistently achieved higher in year 9 NAPLAN reading relative to the results of similar groups of students across government schools.

In 2021, 49% of year 9 students achieved in the top 2 NAPLAN reading bands.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 61% or 118 out of 193 students from year 3 remain in the upper bands at year 9.

### Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 94% of year 9 students demonstrated the expected achievement against the SEA. This result represents an improvement from the historic baseline average.

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

Between 2013 and 2021 the school has consistently achieved higher in year 9 NAPLAN numeracy relative to the results of similar groups of students across government schools.

In 2021, 55% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 9 this result represents little or no change from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy 76% or 116 out of 152 students from year 3 remain in the upper bands at year 9.

### SACE

In terms of SACE completion in 2020, 99.6% 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 the trend has been upwards from 98% in 2018 to 100% in 2020.

For compulsory SACE Stage 1 and 2 subjects in 2019, 100% of students successfully completed their Stage 1 Personal Learning Plan, 100% of students successfully completed their Stage 1 literacy units, 100% of students successfully completed their Stage 1 numeracy units and 100% of students 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, 48% of grades were at an 'A' level and 40% of grades were at a 'B' level. Between 2018 and 2020 the trend for 'C-' or higher has been upwards from 98% in 2018 to 100% in 2020.

Eleven percent of students completed SACE using VET and there were 15 students enrolled in the Flexible Learning Options (FLO) program in 2020.

In terms of 2020 tertiary entrance 99% or 232 out of 235 potential students achieved an ATAR score. There were also 55 students who were successful in achieving a merit.

In 2020, the school had no significant moderation adjustment.