

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Adelaide East Education Centre

Conducted in August 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 Sue Mittiga, Review Officer of the department's Review, Improvement and Accountability directorate and Narelle Kusabs, 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
- Document analysis
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Services Officers (SSOs)
 - Student representatives
 - Teachers.

School context

Adelaide East Education Centre caters for students from year 8 to year 13. It is situated 20kms from the Adelaide CBD. The enrolment in 2021, as at February census, is 58. Enrolment at the time of the previous review was 57. The local partnership is Campbell.

The school has a 2020 ICSEA score of 1038 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes no Aboriginal students, 100% students with disabilities, less than 6 students with English as an additional language or dialect (EALD) background, 9% children/young people in care and 33% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 3rd year of tenure, a SACE and transition coordinator and a behaviour support coordinator.

There are 13.2FTE teachers, including 2 in the early years of their career and 5 Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1 Collaboratively develop an inclusive whole-school assessment policy through consistent, agreed processes to track and monitor student learning, including ABLES literacy. Observational tools and processes.**
- Direction 2 Collaboratively develop and embed processes and protocols to ensure collective responsibility and collective action occurs within and across the site at all levels.**

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

Direction 1

Adelaide East Education Centre implemented whole-school assessment processes through Abilities Based Learning and Education Support (ABLES) testing to inform One Plan goals in personal social capabilities and literacy. Running Records data is collected on every student to inform a literacy intervention program. Communication capabilities and levels are assessed through the Roadmap of Communicative Competence (ROCC). Staff participated in peer observation processes using a formal feedback tool.

Direction 2

The school implemented a process to develop and implement a new shared vision and values that are collectively owned by the school community. Professional Development is linked to school improvement plan (SIP) goals and learning opportunities for staff are supported. Professional learning communities (PLCs) were established and are aligned to the SIP goals. Teams are facilitated by peer leaders, who are accountable through the presentation of goals and outcomes at a staff meeting every term.

Lines of inquiry

Effective school improvement planning

How effectively does the school use improvement planning processes to raise student achievement?

Quality school improvement planning improves teaching practice and strengthens its impact on student learning. Adelaide East Education Centre leadership team work collaboratively to drive the improvement agenda. They are responsible for establishing consistent structures and processes that help implement and review SIP goals. Every teacher and school services officer (SSO) is a member of a PLC that is aligned to one of the SIP goals. The PLCs are responsible for leading SIP goal implementation across the Centre. Staff reported that PLCs are a lever for change that resulted in collective ownership and shared accountability for school improvement. Professional learning communities report their actions and progress towards achieving the goals every term at a staff meeting.

Leadership aligned staff professional learning and resourcing to the SIP, and build staff capacity to share their learning and work collaboratively. Strategies from professional learning, for example, Trauma Informed Practice and the 4 Blocks of Literacy, are evident in classroom practice. Whilst the 4 Blocks of Literacy offer a framework for consistent implementation of a literacy block across all classrooms, some staff reported that a greater depth in literacy, particularly in the teaching of reading, was needed. The Centre is well-positioned to embed a narrower and deeper focus when enhancing its improvement strategies, to ensure coherent, evidence-based teaching and learning practices are implemented in classrooms.

All staff review effectiveness of their actions took towards achieving the SIP goals at a pupil free review day in term 4. Although there is a collective understanding of the SIP goals and actions, staff understanding of the challenge of practice and the implications for teaching and learning was not as obvious. There is an opportunity to ensure that school improvement planning and review processes engage with the challenge of practice and success criteria, to determine the impact on teaching and learning.

Direction 1 Refine improvement planning processes to ensure staff understand what the challenge of practice means for their classroom teaching and learning.

Effective leadership

How effectively does the school leadership ensure a clear on focus on improving teaching and learning?

Effective leadership ensures quality curriculum delivery and effective teaching for every student, while continuously improving learning outcomes. School leaders at Adelaide East Education Centre are focussed on delivering quality communication, learning and wellbeing outcomes for secondary students with complex needs, including work experience and post-school options.

Through development of a shared vision and values, the school leadership created a culture of learning and improvement in collaboration with students, staff, Governing Council and parents. Communication and decision-making processes are collaborative, with staff feeling they belong to a team and they have a powerful voice in the directions of the Centre.

The school has collectively developed and implemented inclusive whole-school assessment processes to track student learning. Abilities Based Learning and Education Support testing informs One Plan goals in personal social capabilities and literacy. Communication capabilities and levels are assessed through ROCC. Augmentative and alternative communication, pragmatic organisation dynamic display, and visuals that support students with emergent literacy, are evident in classroom practice. Staff and students have access to iPads and the Prologuo2go application, resulting in improved student communication abilities. Communication strategies that support individual students were displayed on their desks.

Every student has a One Plan with goals that take into account their complex learning, behavioural and emotional needs. Whilst One Plan goals support teachers' design and differentiation of learning, differentiated practices would be strengthened through a school focus on learning goals and learning intentions, ensuring they are explicit and visible to students and adults working with them.

Staff are unsure about the purpose and use of data to inform practice and determine the next steps in teaching and learning. There is a significant opportunity to embed data-informed practices and critically reflect on diagnostic, formative and summative assessment data to inform differentiated curriculum planning. Analysing diagnostic data will assist staff in determining gaps and next steps in learning for individual students.

Direction 2 Build staff capacity to embed data-informed practice to determine the next steps in learning.

Outcomes of the External School Review 2021

Adelaide East Education Centre staff should be commended for the level of care and support they provide for student learning and wellbeing. The school is highly regarded by parents, who commented positively about the welcoming 'feel' and culture, and high level of support given to students and families by staff and leadership.

Whole-school events and elective programs are valued by the school community, including anti-bullying and friendship weeks, a hospitality and café program, and a horticulture program that caters for differing class and student interests.

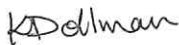
The leadership team built community connections that enhance and expand post-school options and work experience programs for students.

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

Direction 1 Refine improvement planning processes to ensure staff understand what the challenge of practice means for their classroom teaching and learning.

Direction 2 Build staff capacity to embed data-informed practice to determine the next steps in learning.

Based on the school's current performance, Adelaide East Education Centre will be externally reviewed again in 2024.




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Sasi Sivakumar
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Adelaide East Education Centre



Governing Council Chairperson

Appendix 1

School performance overview

The External School Review process includes an analysis of school performance.

Abilities Based Learning and Education Support testing is used to inform One Plan goals in personal social capabilities and literacy. Running records data is collected on every student to inform a literacy intervention program. Communication capabilities and levels are assessed through ROCC.

Senior students engage with modified individualised patterns of SACE Stage 1 and 2 subjects agreed to during discussions with teachers, parents and students. Teachers reflect on the criteria within the modified performance standards to conduct ongoing evaluation.

In terms of senior secondary 2020 results, 12 students undertook modified SACE:

- VET Cert 2 in Hospitality: 2 students
- VET Cert 2 in Retail: 2 students
- VET Cert 1 in IT: 7 students

In addition, 3 students obtained their Learner's Permit through the Youth Education Centre.