

External School Review

Victor Harbor High School

Final School Summary Report

November 2023



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

Adrienne Conley	Principal
Ann Prime	Education Director
Rebecca Pears	Review Officer

Review team

Rebecca Pears	Review Officer
Rob McLaren	Review Principal
Michael Bawden	Review Principal

Post review meeting participants

Adrienne Conley	Principal
Ann Prime	Education Director
Rebecca Pears	Review Officer

Process

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

- Principal/leadership focused walkthrough
- Leadership discussion
- Aboriginal and Torres Strait Islander team forum
- School Services Officer (SSO) forum
- Variety of teacher forums
- Student forums
- Class visits
- Book reviews
- Curriculum documentation
- Parent forum with 8 parents
- Review Officer ran a staff meeting with focus on the ESR framework and the lines of inquiry
- 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 March 2019

Leadership roles have been redefined to enable leaders to drive improvement and build teacher capability. Teachers use a school unit planner, supporting the implementation of school improvement decisions. Learning design is shared in like-year levels, supporting the teaching of identified text types and enabling the alignment of topic-based learning across subject areas. Teams collaborate each term to review and refine units of work. Teachers are implementing effective before, during and after reading strategies to support comprehension and improve reading outcomes.

The school has created an accessible database and further developed teachers' ability to analyse student achievement data, enabling them to adjust and refine their practice. Staff have participated in a range of professional learning including using data to inform teaching and learning and training facilitated by a speech pathologist supporting teachers to effectively differentiate learning design and teaching practice. From 2019 until 2022, teachers were involved in monitoring and documenting the achievement of two high achievers and two low achievers, to enable effective differentiation. As part of this process, students were surveyed and teachers accessed coaches enabling them to adjust practice and implement identified strategies to improve student outcomes. Intervention programs in literacy and numeracy have been introduced to cater for individual student's learning needs.

Staff have collaboratively created a teaching and learning agreement, to support the development of a collective understanding of expert teaching and high impact teaching strategies such as differentiation and the use of feedback. Professional development plans and conversations have focused on building teacher capability and further developing the effective use of high impact teaching strategies. English and Global Studies teachers from years 7-9 have implemented a new writing assessment tool and accessed professional learning to build capability and understanding of evidence-based pedagogy related to teaching writing.

Expert teaching line of inquiry: How effectively are teachers using evidence-based pedagogical practices that engage, challenge and improve outcomes for all learners?

Strengths and challenges

- Staff are committed to improving practice and use before, during and after reading strategies. Students are able to discuss the use of a range of text types demonstrating the implementation of school improvement priorities across learning areas. Stage 2 results have remained fairly consistent over the past 4 years, with 96% of Stage 2 grades at 'C-' or better and 61% of grades at 'A' and 'B' in 2022. SACE completion has remained steady, with October potentials at 96% and February potentials at 79%.
- The 2023 Year 9 numeracy and reading NAPLAN results show that students' relative progress is below the state average. Year 7 and 8 students access an extra 50-minute literacy and numeracy lesson each week to target the development of basic skills and to support learner growth. Currently the extra lessons are taught by a consistent teacher, however, not necessarily the students' English and mathematics teacher. Whilst some students report this work is supporting them to further develop their skills particularly in numeracy, student opinions varied. There is the opportunity to review these programs to ensure identified literacy and numeracy needs are addressed.
- During the leadership walkthrough and class visits the majority of students were engaged in learning and teachers moved around the room to monitor and support student learning. Leaders demonstrated a clear line of sight from improvement planning priorities to classroom practice.
- Students discussed that resources and information provided on DAYMAP and OneNote support their learning particularly as they can be accessed from home.
- Teachers report that the school's adapted version of Power BI is improving staff access to class and subject area achievement data. Teachers use a variety of student achievement data including PAT, NAPLAN, Brightpath, student grades, ABLES and pre-tests to monitor student achievement and support differentiation.
- Identified students access a literacy intervention program in the nook to support their learning. Student achievement data and school assessments are used to determine which students require support and their achievement is tracked and monitored to ensure progress. In addition, identified students access in-class SSO support, to assist their learning and support differentiation.
- Parents reported their child's individual learning needs have been effectively supported by the school. Several teachers report that although they are able to scaffold tasks, they find it difficult to intentionally stretch students. Teachers discussed and the review team observed, the implementation of strategies such as the use of multimodal presentations of learning for assessment and exemplars of work to stretch and challenge students. Whilst many students report learning is challenging, there is the opportunity to strengthen practices to ensure teaching activities and strategies meet the specific learning needs of all students.
- A high level of differentiation is evident in the Special Education Sub School. One Plans containing student goals are strategically designed, displayed in classrooms and incorporate the interests and ability of each learner. Highly scaffolded learning tasks, with explicit language and modelling, are evident as discussed in teacher forums and observed in class visits.
- Aboriginal education staff track A-E grades for Aboriginal students. They also access information from primary schools to support transition. They compare achievement, attendance and behaviour data to set high expectations for Aboriginal students.
- Learning intentions and success criteria are present on tasks and were observed in class visits. Students report that the use of learning intentions by teachers is variable. They discussed that opportunities to explicitly unpack success criteria improves their learning achievement. A potential next step is to improve the use of success criteria, to ensure they are clearly understood by students and support them to self-assess their learning.
- Students set individual learning goals each term during house time. Most student goals are related to learning dispositions or improving grades, however, many students struggled to articulate how to improve their achievement. Whilst some students review the achievement of their goals prior to setting a new goal, this varied across the school. There is the opportunity for students set SMARTAR goals, determine strategies for achieving these goals and use data to review their achievement. The use of goals could be further strengthened through ensuring they are documented on DAYMAP to ensure both parents and subject teachers are aware of individual goals to support their achievement.

Potential next steps

- Strengthen the use of success criteria to ensure they are clearly unpacked and understood by students to support them to self-assess their learning and improve student achievement.
- Further develop practices to ensure teaching activities and strategies are differentiated and provide stretch and challenge to enable them to meet the specific learning needs of students across the full range of abilities.
- Strengthen processes to enable students to have ownership in their learning through setting SMARTAR goals, determining strategies for achieving these goals and using data to review their achievement.

Direction 1 Strengthen teaching and student ownership of learning by ensuring students set SMARTAR goals, determine strategies for achieving these goals and use data to review their achievement.



EXPERT TEACHING

Effective pedagogy: Indicators of quality

Indicators of quality:

Design and differentiate learning

Teachers have a limited range of teaching activities and strategies to meet the specific learning needs of most students. Teachers rely upon external expertise to support student learning needs across the full range of abilities. There is an identified need for teachers to develop strategies to accommodate the needs of students with diverse intellectual, cultural, physical and social needs.

Clear, explicit learning goals

Teachers set goals at the beginning of the year and these are sometimes related to learning. Students do not use their goals to guide their learning. Student goals are not shared with parents and carers.

Learning intentions and success criteria

Teachers do not routinely articulate learning intentions and success criteria. Students have limited understanding about what they are expected to learn and little opportunity to assess their learning.

Authentic contexts

Teachers have limited understanding of the teaching process or most useful forms of representing and communicating content to ensure students learn deeply and can transfer knowledge. Teachers rarely deliver learning in authentic contexts. Teachers design teaching strategies that are responsive to the physical and intellectual characteristics of their students, but they have little understanding of the diverse linguistic, cultural, religious and socioeconomic backgrounds of their students.

Stretch and challenged

Teachers do not effectively use data to identify individual student's abilities. They plan and teach using 'one size fits all' lessons. Students below SEA access intervention but there is limited crossover into classroom learning.

Design and differentiate learning

Teachers are developing a range of teaching activities and strategies to meet the specific learning needs of most students. Teachers seek external expertise to support student learning needs across the full range of abilities. Teachers are developing strategies or seek support to develop strategies to accommodate the needs of students with diverse intellectual, cultural, physical and social needs.

Clear, explicit learning goals

Teachers set and monitor goals for students. Teachers use evidence and data to personalise and revise learning goals, based on identified strengths and areas for improvement. Most students know their learning goals. Goals are changed every term regardless of whether the student achieves the goal. Some teachers forward student goals to parents and carers which enables them to further support their child's learning but this is not consistent practice.

Learning intentions and success criteria

Teachers provide learning intentions but these are not always in language accessible to students. Students who can access the learning intentions report being supported by knowing what they need to learn. Some teachers are beginning to use success criteria with students.

Authentic contexts

Teachers have a developing understanding of the teaching process and are beginning to apply learning in authentic contexts to ensure students learn deeply and can transfer knowledge. Most teachers design and implement teaching strategies that are responsive to the diverse needs of their context, including diverse linguistic, cultural, religious and socioeconomic backgrounds, as well as varied physical, social and intellectual development and characteristics unique to their students.

Stretch and challenged

Teachers are developing the use of data to identify individual student's abilities. They use this evidence to plan activities to teach low, middle and high achieving students. Whilst most students experience stretch in learning which results in increased student learning outcomes, teachers are unsure of how to extend high achievers.

Design and differentiate learning

Most teachers have developed a range of teaching activities and strategies to meet the specific learning needs of students across the full range of abilities. Most teachers are equipped with strategies or seek support to develop strategies to accommodate the needs of students with diverse intellectual, cultural, physical and social needs.

Clear, explicit learning goals

Students set and monitor their own explicit learning goals in literacy and numeracy. They self-reflect and evaluate and develop strategies to achieve them. Teachers conference students to use evidence and data to personalise and revise their learning goals, based on identified strengths and areas for improvement. Teachers regularly forward student goals to parents and carers which enables them to further support their child's learning.

Learning intentions and success criteria

Teachers provide transparent learning intentions and success criteria that students can articulate. Students are supported by knowing what they need to learn. Students self-assess their achievement against the success criteria.

Authentic contexts

Teachers have an understanding of the teaching process and apply learning in authentic contexts to ensure students learn deeply and can transfer knowledge. They design and implement teaching strategies that are responsive to the diverse needs of their context, including diverse linguistic, cultural, religious and socioeconomic backgrounds, as well as varied physical, social and intellectual development and characteristics unique to their students.

Stretch and challenged

Teachers use a range of data to identify individual student's abilities. They use this evidence to plan and explicitly teach using challenging tasks to extend the knowledge and skills of students. Most students experience stretch in their learning which results in increased student learning outcomes.

Design and differentiate learning

Teachers develop a range of teaching activities and strategies to meet the specific learning needs of students across the full range of abilities. Teachers are equipped with strategies or seek support to develop strategies to accommodate the needs of students with diverse intellectual, cultural, physical and social needs. Effective practitioners mentor and support teachers both within and outside of their school.

Clear, explicit learning goals

Students routinely set and monitor their own explicit learning goals. They self-reflect and evaluate and develop strategies to achieve them. Teachers conference students to use evidence and data to personalise and revise their learning goals, based on identified strengths and areas for improvement. Teachers routinely forward student goals to parents and carers which enables them to further support their child's learning.

Learning intentions and success criteria

Teachers provide transparent learning intentions and success criteria that students can understand. Teachers conclude the lesson by reinforcing the main points to consolidate the learning. Students are supported by knowing what they need to learn. Students self-assess their achievement against the success criteria to set future learning goals.

Authentic contexts

Teachers have deep understanding of the teaching process or most useful forms of representing and communicating content in authentic contexts to ensure students learn deeply and can transfer knowledge. They design and implement teaching strategies that are responsive to the diverse needs of their context, including diverse linguistic, cultural, religious and socioeconomic backgrounds, as well as varied physical, social and intellectual development and characteristics unique to their students.

Stretch and challenged

Teachers use a range of data to effectively identify individual student's abilities. They use this evidence to plan and explicitly teach using tailored, appropriately challenging tasks to extend the knowledge and skills of every student in every class, regardless of their starting point. All students experience stretch in their learning which results in increased student learning outcomes.

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

- Staff report they are well supported to engage in professional learning, particularly training related to improvement planning priorities. Teachers have accessed professional learning on the use of before, during and after strategies, dialogic talk and the Brightpath writing assessment tool. An onsite Speech Pathologist has facilitated staff training on effective task design and worked collaboratively with some teachers, to improve the accessibility of learning tasks, through the use of strategies such as bold text to emphasis vocabulary and visual representations to support understanding. Some teachers identified they find it difficult to access professional learning in their learning area, as there is a lack of training available in their subject.
- All teachers use a common school unit planner. Learning design is shared through an online platform to support teachers to collectively plan in like-year levels, align topic-based learning across subject areas and share practice to build teacher capability. Teams collaborate each term to review their units and make adjustments supporting them to refine their learning design.
- From 2019 until 2022, teachers were involved in a 2x2 teaching process which involved monitoring and documenting the achievement of two high achievers and two low achievers. As part of this process students were surveyed and teachers accessed external and internal coaches, who provided feedback supporting them to refine their practice. Some teachers were also trained to provide explicit constructive feedback to peers. Staff receiving feedback from colleagues report the feedback provided is supporting them to improve their practice. A potential next step is to strengthen processes to enable peer observations and the provision of effective feedback to build teacher capability.
- Some teachers state that multiple observations facilitated by the school Speech Pathologist has supported them to refine their practice, through focusing on the use of subject specific language and identifying prior knowledge before a new topic.
- Whilst most teachers report leaders are visible in classes and provide feedback if requested, some teachers identified that regular structured processes to ensure the provision of feedback, would support them to improve practice. A potential next step is to enable the implementation of processes which ensure all staff receive feedback on their practice.
- In response to the staff perspective survey, leadership roles have been redefined and strategically aligned to classroom teachers, to support the improvement of learning design and teaching pedagogy. The school is continuing to focus on ensuring the role of middle leaders is to drive improvement and build teacher capability. Some teachers identified the need for greater support to develop subject specific knowledge and skills. A potential next step is to review and consolidate an agreed understanding of the role of line managers in supporting teacher development and the implementation of whole school initiatives.
- Early career teachers have a mentor who observes their practice, provides feedback and models teaching. They report this has been pivotal in supporting their development. Mentor teachers acknowledged that reflecting on their practice is having a positive impact on their own teaching.
- Some teachers request feedback from students, enabling them to refine their practice. For example, teachers discussed incorporating more creative learning tasks and increasing the level and quality of written feedback, in response to student feedback. There is the opportunity to develop processes and structures, which enable all teachers to use student feedback to inform and strengthen their practice.
- PDP processes involve meeting with line managers and the provision of written feedback. These are linked to school priorities, effective and relevant to their work.
- Students identified that feedback received is dependent on the subject teacher. They discussed that the opportunity to submit a draft to receive feedback, improves their learning achievement. Most students report they would like more explicit feedback to support their learning.
- Staff discussed that most learning teams meet regularly enabling the sharing of ideas, resources, reflections on planning and the moderation of work. The majority of staff report that learning area teams are supporting them to design and assess work more effectively, building teacher capability.

Potential next steps

- Strengthen the use of regular processes to enable class observations and the provision of feedback from leaders and peers to improve teacher practice.
- Strengthen and further develop processes and structures to support the effective use of student feedback to inform and strengthen teacher practice.
- Review and consolidate an agreed understanding of the role of line managers in supporting teacher development and the implementation of whole school initiatives.

Direction 2 Strengthen the use of regular processes to enable class observations and the provision of feedback from leaders, peers and students to build teacher capability.



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 does the school provide, maintain and monitor a safe, supportive and respectful environment to maximise engagement, wellbeing and achievement?

Strengths and challenges

- To support the development of student belonging and school culture, areas identified in WEC surveys, a house system for home groups has been trialled. Students are grouped together as year 7/8, 9/10 and 11 cohorts, to provide a greater sense of belonging and a positive and supportive learning culture. Student responses regarding the impact of this change are varied and consequently the school is reviewing this formation to develop home group structures for 2024. Clarifying the role and purpose of house leaders, to ensure a common understanding, will support this process.
- Students from the Special Education Sub School are an integral part of the school community. The school has a strong culture of inclusion and students are involved in school events including sports day, school presentations and assemblies and, when relevant and purposeful, access mainstream classes to support learning.
- Whilst students discussed having some choice in learning, including the multi-modal presentation of assignments, these opportunities vary across the school. There is the potential to strengthen learning design to ensure teachers incorporate authentic student voice in tasks.
- Teachers and students reported the inclusion of students' interests in learning tasks is making learning relevant and purposeful and supporting engagement, as evident in class visits where the review team observed most students engaged in learning.
- The Special Education Sub School display a range of explicit visuals and anchor charts in their learning area including Auslan sign charts, displays to support self-regulation and visual schedules supporting student learning and self-regulation.
- Some mainstream learning spaces contain vocabulary and bump it up walls, expectations for behaviour, charts to support self-regulation and displays of student work, however, this varies across the school. Year 12 students reported strong connection with their learning space. There is the potential to create the same sense of belonging to learning spaces for students in other year levels and to further develop the use of displays to support learning, self-regulation and positive behaviours for learning.
- Students have positive and effective relationships with most teachers, supporting the development of a safe and respectful classroom culture. Whilst in most classrooms there are clear codes of conduct and high expectations to support positive behaviour to maximise learning time, there is some variation. There is the opportunity to further develop a common understanding and language related to positive behaviours for learning.
- Teachers report they form positive and effective relationships with students and use brain or movement breaks to motivate and engage students in learning. Some teachers and leaders identified that opportunities to develop a collective understanding of trauma informed practice and strategies to assist students to self-regulate, would further support the development of a positive and supportive learning culture. The Special Education Sub School provides a model of inclusive practices including quiet spaces, break-out rooms and sensory opportunities, to support students to self-regulate.
- Wellbeing staff meet with dis-engaged students and their parents and work collaboratively with house teachers, to support engagement. The school has implemented a range of wellbeing initiatives to assist students to self-regulate and manage their learning. These include programs to support social and emotional wellbeing, social interactions, vocational and career planning, tenacity building, life skills and a disability transition group to facilitate transition into the workforce. Students access a wellbeing practitioner for counselling and pastoral care workers for support. Identified students are able to use an exit card to access the nook, an area to self-regulate, become ready for learning and complete work in a safe, quiet environment.
- Personalised FLO programs support disengaged students. A wellbeing case manager meets with students and families to build strong relationships, identify goals to be achieved and discuss progress in achieving the SACE or alternative pathway. Students accessing FLO have a One Plan and transition plan. Case managers work with students, supporting them to complete work experience, VET programs and short courses. FLO students would like the opportunity to access a more extensive range of subject areas.
- As a result of the parent perspective survey, house leaders were released to ensure parents are contacted every 5 weeks, improving communication with home. Leaders and staff identified attendance is impacting on student achievement and this was observed in class visits. Whilst parents are notified through DAYMAP, if a student is absent for a lesson, there is some confusion about whose responsibility it is to contact parents if a child is absent for several days.

Potential next steps

- Strengthen opportunities for staff and students to create physical environments which create a sense of belonging and include displays such as codes of conduct, tools for self-regulation and exemplars of A-E grades to support learning.
- Develop a common understanding and language related to positive behaviours for learning, trauma informed practices and strategies to assist students to self-regulate.

Direction 3 Develop a common understanding and language related to positive behaviours for learning, trauma informed practices and strategies to assist students to self-regulate.



CONDITIONS FOR OPTIMAL LEARNING

Learning environment: Indicators of quality

Indicators of quality:

Relevant and purposeful learning

A culture of wellbeing for learning exists but there is little attention to learning for wellbeing. Students are engaged in the learning but do not see it as purposeful or relevant. Students have minimal ownership of their learning and have little voice within the school.

Relevant and purposeful learning

There is a developing culture of wellbeing for learning emerging through the school with a strong emphasis on learning for wellbeing. Teachers are moving to make lessons relevant and purposeful, but student voice is still restricted to the traditional domains of organisation and events.

Relevant and purposeful learning

A culture of learning with strong student voice results in students seeing school as a place of learning. Students are engaged in their learning and teachers are increasingly making lessons more relevant and purposeful. Student voice has shifted from traditional organisation and events and is becoming more focused within the conditions for learning.

Relevant and purposeful learning

An embedded culture of learning with strong student voice results in students seeing school as a place of learning. Student engagement in learning is relevant and purposeful and provides students with high level ownership that is embedded practice across the school.

Physical environment

Classrooms are generic and have few supports or scaffolds to support student learning. Students have no input into classroom design or layout and seating is decided by the teacher with little opportunity to change seating. Behaviour charts and class rules dominate displays and student work is limited to art displays.

Physical environment

The classroom has been set up and designed by the teachers with little input from students. Name tags, classroom displays and learner scaffolds have all been designed by the teacher and provide limited support to student learning. Student work is displayed as exemplar final pieces of work but there is no indication of grades to motivate students. Classroom seating is decided by the teacher but this is routinely swapped to enable students to work with a variety of students.

Physical environment

Most teachers include students in decisions about the classroom set up and design. Teachers create welcoming environments which are conducive to student learning. Students participate in processes to create class rules and have input into the displays which support and scaffold their learning. Students routinely choose their seating and work partners for most subject areas.

Physical environment

The classroom physical environment positively affects morale and student learning. Students are included in creating the physical environment which enhances the feeling of classroom community and gives students a sense of empowerment. Student produced scaffolds and exemplars which show A-E grades are displayed to support effective learning and skill achievement resulting in improved learning outcomes. Clear codes of conduct support positive behaviour which maximises focused learning time, resulting in improved student outcomes.

Positive and supportive learning culture

Teachers are working to create supportive classrooms, but the lack of student ownership and displays do not create a welcoming or stimulating atmosphere. The strong focus on behaviour steps and the classroom structure does not allow students with heightened behaviours space to self-soothe and deregulate. Some teachers do not connect engagement in relevant learning at the students' level to increase student engagement. Some students cannot access the learning and are not ready to take risks.

Positive and supportive learning culture

Teachers actively seek to provide a welcoming classroom supportive of students. Some sections of the school have created stimulating, warm environments where students feel connected and supported in their learning. Whilst learning spaces are conducive to learning, this is not consistent across the school and does not support students as they move through the year groups. Some teachers are beginning to create sensory areas within their learning space to further support the functional needs of students.

Positive and supportive learning culture

Teachers provide welcoming classrooms, and most are developing learning spaces that are supportive of student learning. Students are increasingly taking healthy risks in their learning. Teachers are responsive to the functional needs of students and deploy a growing range of strategies to support their learning. Most teachers have created a sensory area within their classroom to support students and provide them with a calm space. The positive classroom climate supports student learning and results in improved learning outcomes.

Positive and supportive learning culture

A positive climate provides a safe, respectful, welcoming classroom supportive of student learning. All teachers create emotionally, intellectually and physically safe learning environments where students take healthy risks with their learning. Teachers use a flexible range of evidenced-based strategies that support students to self-regulate and manage their learning. These are consistently implemented and enable a clear focus on learning, resulting in measurable improvement in student learning outcomes.

Respond to disengaged students

Data analysis ensures students at risk of being disengaged are identified. Teachers welcome students into their class but do not modify the learning to accommodate students who are disengaged resulting in further alienation. Attempts to re-engage students in their learning and the school environment is largely the work of the wellbeing leaders and not individual teachers. Teachers have limited understanding of trauma-informed or culturally responsive practices and do not seek feedback from students.

Respond to disengaged students

Data analysis ensures students at risk, or not actively engaged in their learning, are identified. Schools work with parents and caregivers to support students. Some staff have been trained in trauma-informed practice and the school is beginning to develop structures and processes to re-engage students in the school community and their learning. Some teachers seek feedback from students and adapt their practice accordingly.

Respond to disengaged students

Data analysis ensures the school responds in a timely manner to identify students who are at risk, or not actively engaged in their learning. Schools work with parents and carers to link students with external supports. Trauma-informed practice and effective structures and processes are used by most teachers to re-engage students in the school community and their learning. The wellbeing leader seeks student feedback which staff analyse as a whole school and refine their practice accordingly.

Respond to disengaged students

Data analysis ensures the school responds in a timely manner to identify students who are at risk, or not actively engaged in their learning. Schools and community partners think innovatively to develop programs to meet the needs of a diverse range of disengaged students and seek support from outside providers where appropriate. Trauma-informed practice and effective structures and processes re-engage students in the school community and their learning. Teachers seek student feedback and adjust their practice accordingly.

Summative Comments

There is a very collaborative and supportive culture at Victor Harbor High School. Staff are committed to improving student outcomes and work together to share practice, implement whole school initiatives, design and assess learning and refine teaching. Teachers value the supportive approach demonstrated by the Principal and executive team and appreciate their willingness to listen.

Students leaders organise lunch time activities for students, plan and support fund raising and school events and voice student opinions to teachers and leadership staff. Through these roles, students have worked with local artists to improve the appearance of the school, participated in Governing Council meetings and represented the school at outside events, such as ANZAC Day. Student leaders report they feel heard and have strengthened their organisation skills, ability to talk to a diverse range of students, public speaking and confidence in voicing their opinion.

Students have had the opportunity to influence their learning through their involvement in an Individual Personal Project showcase observed by the review team. Students displayed and discussed self-determined learning aligned to their passions. This included opportunities to connect with mentors within the school and the local community. Learning displayed included music, art, welding, fitness challenges and surfboard shaping.

Students create and present the weekly Victor Harbor High news bulletin, enabling them to develop their ability to film and present school information in an engaging and interesting form. The school has introduced Ngarrindjeri from years 9-12, providing students with the opportunity to learn the language, participate in cultural activities and enhance their knowledge of Aboriginal perspectives across the curriculum.

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

- Direction 1** Strengthen teaching and student ownership of learning by ensuring students set SMARTAR goals, determine strategies for achieving these goals and use data to review their achievement.
- Direction 2** Strengthen the use of regular processes to enable class observations and the provision of feedback from leaders, peers and students to build teacher capability.
- Direction 3** Develop a common understanding and language related to positive behaviours for learning, trauma informed practices and strategies to assist students to self-regulate.

Based on the school's current performance, Victor Harbor High School will be externally reviewed again in 2026.

Rebecca Pears

Review Officer






Review, Improvement and Accountability directorate

November 2023

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>

