

School context

Hallett Cove School caters for students from year 5 to year 12. The school is located 21 kms from the

[REDACTED]

[REDACTED]

[REDACTED]

Adelaide CBD. It is classified as Category C on the Department for Education's Index of Educational

[REDACTED]

[REDACTED]

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?

A clear line of sight between the SIP and key vehicles of site improvement is evident at Hallett Cove School through:

- a rigorous focus on data gathering and analysis in choosing and monitoring the impact of strategies through site improvement planning steps
- aligned professional learning
- aligned performance development plans with students identified to track
- a comprehensive curriculum review and planning in 2020
 - scope and sequence
 - unit overviews
 - master rubrics to guide rubrics in areas of study
 - assessment tasks
 - moderation and benchmarking processes which use rubrics to check if an assessment task allows students to demonstrate learning at an A or B grade.

The school's site improvement processes could be further strengthened by the re-introduction of more formal classroom observation to ensure that pedagogical agreements are being implemented consistently across all classes for all students, with fidelity and frequency. Written feedback to teachers, about effectiveness of pedagogical practice that engage and challenge all learners, will strengthen the

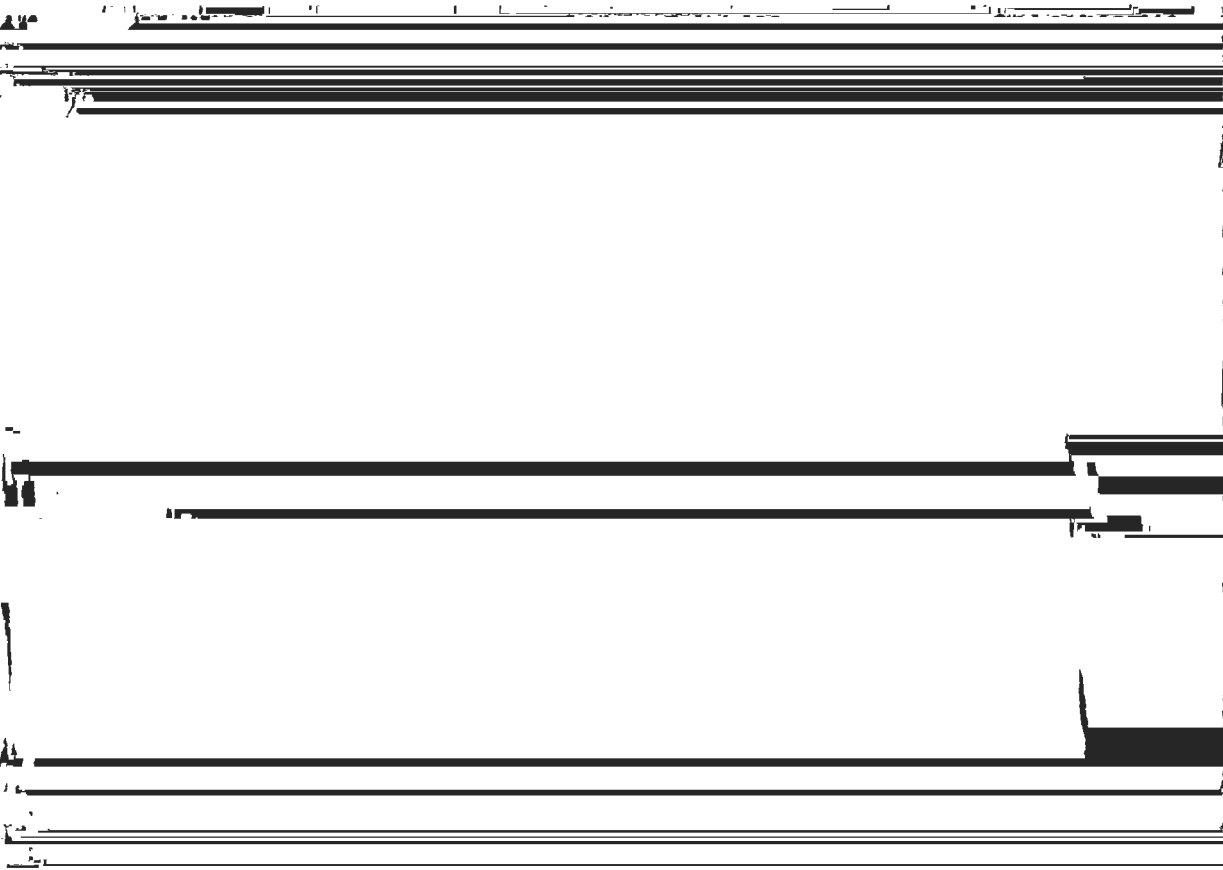
How effectively are teachers using evidence-based pedagogical practices that engage and challenge all learners?

There is a well-established focus by leaders in promoting intentional teaching to engage and challenge learners in the school. Teachers across the school draw from previous work with an international consultant on tools and processes to nurture independent student learning along with current programs such as LDAM, *Visible Learning* and *Thinking Maths*. The shared focus is on evidence-based strategies to improve the effectiveness of teaching and the conditions for student learning.

Assessment rubrics, as a tool for formative feedback, are embedded in all classes. Expert rubrics are used by teachers who unpack requirements for higher band performance in assessment tasks in student-friendly language. Annotated exemplars are used by many teachers to encourage students to aim for more than a C

Similarly, the school's focus on close reading as Challenges of Practice to raise literacy achievement has variable implementation across the school. The explicit teaching of the steps of close reading is most consistently used in the junior and senior schools. Middle school students were less familiar with the process. By contrast, maths teachers spoke with enthusiasm about the success they are achieving due to

Effective leadership



Direction 3 Continue to build the instructional leadership capabilities of all line managers to strategically support teachers to implement the agreed curriculum and contemporary evidence-based pedagogies.

Outcomes of the External School Review 2021

Despite changes in leadership in recent years, the school is to be commended for its continued focus of sustaining a culture of learning and improved teaching. A wealth of evidence provided to the review panel demonstrates that this has been achieved through a shared focus on effective teaching and comprehensive

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

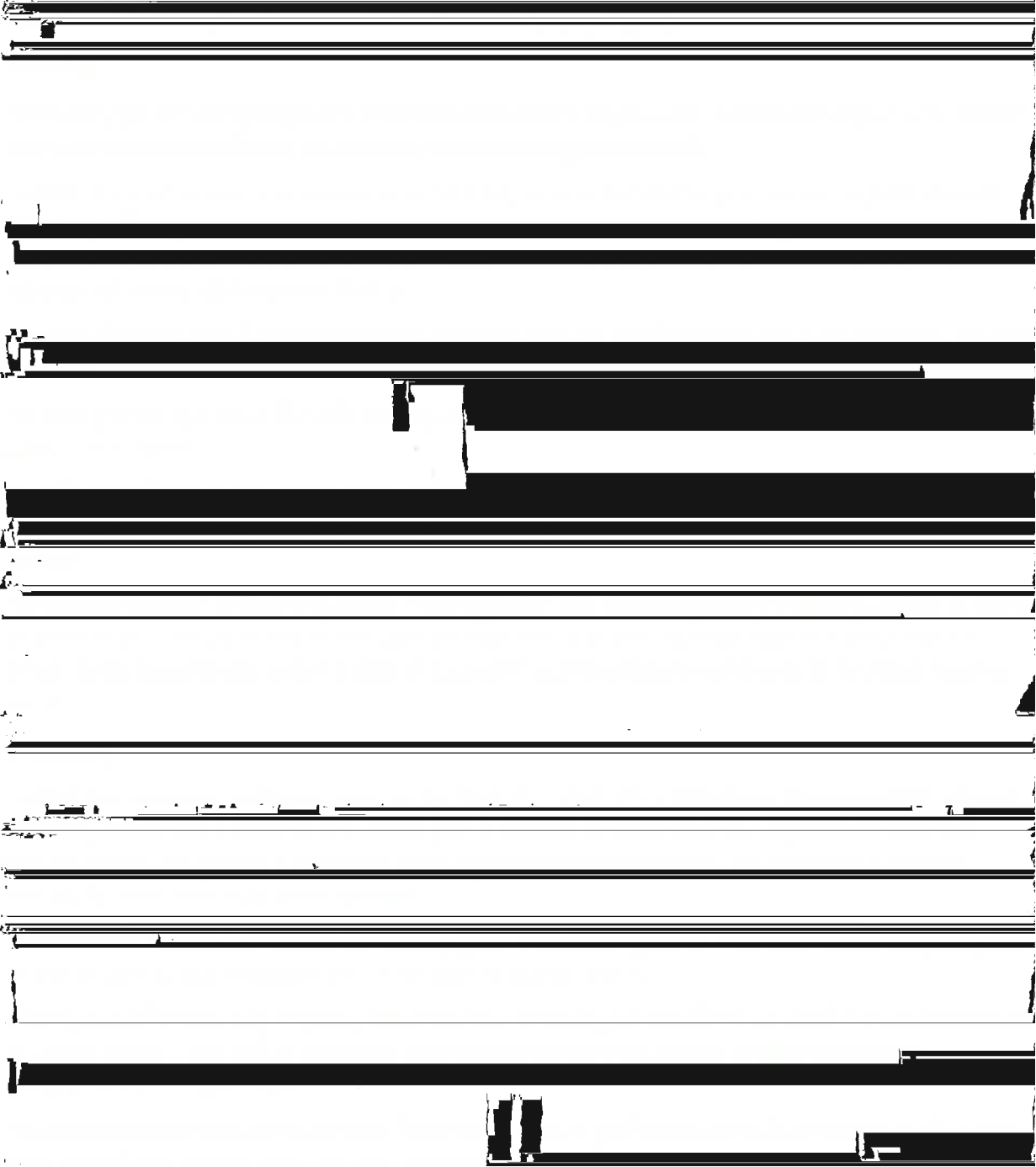
and learning needs of the students from reception to year 12. Leaders, staff and members of the governing council commended for much like the progress that the school has made since the previous external school

[Redacted]

Appendix 1

School performance overview

The External School Review process includes an analysis of school performance as measured against the



of SACF registration in 2020, 73% of students enrolled in February and 28% of those enrolled in [redacted]

