Education Committee feedback: **What makes a good school? What makes a good teacher?**

**Reflection:**
Consider questions in title focusing on what does make a good school and how do we know?
What will make a great school and how will we know?
How does a good school challenge students and prepare them for an unknown future?
How do we know that we are challenging/preparing our students?

- Good sense of community makes for a good school – this is done well at East Adelaide
- What is the staff feedback in relation to the article? - are they impacted by factors such as isolation in classroom?; do they work as a collective, in collaboration?
- School initiatives and directions are vital aspects of setting the parameters for a great school – knowing where we are going, what we are aspiring to
- “Good” – what is the concept of good? – when parents, community members say that East Adelaide (or another school) is a good school, delve deeper by asking the question Why?
- A good school doesn’t fall into the trap of believing its own marketing: – walks the talk – realistic expectations
- When shopping for a school – go into the school yard, look at and feel the environment
- Unknown future – can sometimes be a cliché – what do we want our students to have? – it is about the skill set
- We know the future – what are we doing with the now?
- ‘great’ – means different things to people; personal perspective
- ‘happy’ – students don’t need to be happy all the time – this can give them a false sense of reality – it is about engagement and knowing the purpose of their learning
- Parent/family role as the greatest influence – reference to John Hattie’s findings
- Great school identifies research that speaks to the community
- Graduate qualities at East Adelaide
- Communication is paramount and timely, consistent – formal, informal and ongoing: many ways that it is occurring at East Adelaide (communication book, diary) including digital (email, Edmodo, Weebly)
- About the What & the How – pedagogy – as the most important element
- Leadership in schools – paramount
- Motivated teachers
- Sometimes as a teacher you feel as an underachiever when you read articles etc because you look at the negatives
  - Many things are out of the school’s control
  - Time ‘teaching’ in class is a lot in comparison to other Western schools
- Professional learning is integral to a great school – depth of learning
- Intervention and supporting students is being done well at East Adelaide – focusing in at a deeper level
## Governing Council feedback: WHAT MAKES A GOOD SCHOOL A GREAT SCHOOL?

<table>
<thead>
<tr>
<th>WHAT IS THE DIFFERENCE BETWEEN A GOOD AND GREAT SCHOOL?</th>
<th>WHAT MAKES A GREAT SCHOOL AND HOW WILL WE KNOW?</th>
<th>WHAT ARE THE KEY INDICATORS THAT SHOW STUDENTS ARE BEING CHALLENGED IN THEIR LEARNING?</th>
<th>HOW DOES A GREAT SCHOOL CHALLENGE STUDENTS IN LEARNING?</th>
<th>HOW DOES EAS MOVE FROM BEING A GOOD SCHOOL TO A GREAT SCHOOL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS A school that gives students life skills rather than just academics</td>
<td>STUDENTS Happy, balanced children – we see them, we hear them</td>
<td>Bringing the knowledge, questions and enthusiasm home</td>
<td>Excellent teachers who are aware of best practice</td>
<td>Further engage with the community</td>
</tr>
<tr>
<td>Every student achieves above their potential</td>
<td>Students want to come to school</td>
<td>Being inquisitive with questions at home</td>
<td>Variety of approaches to learning</td>
<td>Keep abreast of changes and not being afraid to change</td>
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<tr>
<td>Engaged students proud to be associated with school</td>
<td>Kids being engaged and wanting to learn</td>
<td>Students ask lots of related questions</td>
<td>Personalise</td>
<td>Go beyond ticking off required curriculum</td>
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<tr>
<td>ENVIRONMENT Good support of the learning environment (the background)</td>
<td>Diverse success in student ability</td>
<td>Inquiry</td>
<td>Ask students things that require new skills e.g. research</td>
<td>More use of technology in learning</td>
</tr>
<tr>
<td>Culture</td>
<td>Children keen to talk about their learning at home</td>
<td>Independent learning skills demonstrated</td>
<td>When students start to challenge the status quo – having a different perspective to parents e.g. environment issues (questioning)</td>
<td>Good (great) teacher retention</td>
</tr>
<tr>
<td>Technology</td>
<td>LEADERSHIP Parent / community involvement</td>
<td>When students can articulate how they learn and why they are learning</td>
<td>Extension of students at all levels</td>
<td>If teachers feel exhausted, jaded – acknowledge it and plan around this</td>
</tr>
<tr>
<td>Achievement</td>
<td>PARENTS / COMMUNITY Parents supporting learning (know how to)</td>
<td>A little bit of discomfort (not too much)</td>
<td>Creates interest, engages</td>
<td>Consistency of teacher attendance – one relief teacher per class</td>
</tr>
<tr>
<td>Teachers: extra-curricular programs such as music, debating etc.</td>
<td>Parent satisfaction surveys</td>
<td>High national performance measures</td>
<td>Promotes independent learning and interest</td>
<td>Excellent NAPLAN results</td>
</tr>
<tr>
<td>COMMUNITY Outstanding community support</td>
<td>Net promoter score</td>
<td></td>
<td>Share information year to year on where students are at so that term 1 is not revision</td>
<td>By keeping abreast of the developments in educational theory over NAPLAN results</td>
</tr>
<tr>
<td></td>
<td>Feedback from parents</td>
<td></td>
<td>By going over and above purely academic tasks</td>
<td>Raise profile of extracurricular activities – involvement in maths, science, debating etc.</td>
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<td></td>
<td>Hearing recommendations in the broader community (eg shopping centre)</td>
<td></td>
<td>Use of technology</td>
<td>Children’s education and wellbeing come first</td>
</tr>
<tr>
<td>CURRICULUM A broad range of focus</td>
<td>Minimal bullying issues</td>
<td></td>
<td>For all students and parents to feel included and valued</td>
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</table>
Parent Feedback: What makes a good school a great school?

1. What is the difference between a good and a great school?
   - Top down valuing/commitment/support/relationship building of students, families and school-wide staff
   - Cohesive, happy staff
   - Strong sense of community
   - Valuing of diversity
   - Holistic view of students – including pastoral care
   - Has strong relationships with broader community and with external community services
   - Culture of continuous improvement (like this survey)
   - Provides opportunities for feedback from families and community
   - Good schools look at test scores to determine success of teaching and learning. Most of the students achieve above average results, but most of the time, there are students who are left behind.
   - Great schools place high expectations on all their students. They set challenging targets for all students and focus on the education progress, personal development and well-being of every student.
   - Where individual learning is at the heart of all classroom and out of classroom learning activities.
   - Inclusion and diversity are valued and celebrated
   - Where students and teachers take pride in their accomplishments- how they engage with each other, with parents and with members of the broader community
   - The quality and passion of the teachers is fundamental.
   - Since my child commenced at East Adelaide we have had the great fortune of him having passionate and talented educators and their enthusiasm has been contagious for him.
   - The school’s willingness to address issues in an open and transparent manner is also crucial.
   - The sense of community that is encouraged through the school’s embracing of extended families, through events and by demonstrating value for the support of charitable and community initiatives.

2. What are the indicators of a great school and how will we know we are demonstrating these?
   - Community events with the key purpose being ‘community building’ are in place
   - System-wide feedback mechanisms are in place
   - It celebrates diversity e.g. Harmony Day but also sees beyond what’s already there and values other days e.g. International Day of People with Disabilities
- place high expectations on all their students
- leaders provide clear vision and direction for the whole school
- set challenging targets and the good use of arrangements for assessing and tracking pupils’ progress
- highly focusing on the educational progress, personal development and well-being of every student
- continue professional development of all staff
- excellence in the quality of classroom teaching - leaders know the strengths and weaknesses of all the teaching staff.

- Students have their own learning plans and objectives that are relevant to them and their learning – and that there is consistent progress towards these goals
- Where students who are under achieving are identified early and supported to achieve
- Where students who are not being challenged enough are identified early and advanced in their areas of strength to ensure they continued to be stretched and advanced
- Students are recognised for various strengths and accomplishments – academic, sports, music, community
- Positive and regular dialogue between parents and teachers, students also engaged in self reflection
- Regular school community events and activities

- Greater applications than there are spots available.
- Participation in events by the members of the school community.
- Great educational outcomes – with Naplan.
- Minimal legitimate complaints, by parents, regarding educators.

3. **What tells us that students are being challenged in their learning so the school is adding value to student achievement?**

- Students display inquiring minds and the beginnings (at least) of independent thought
- Student initiate and lead activities
- Students seek to participate in extracurricular activities & get involved in projects

- Students who are challenged at the right level do not lose motivation in learning. They always continue to strive to a better level. They are more confident and willing to accept new challenges. This improves students problem-solving abilities, social skills, or even complex academic skills.

- Progress in areas of strength? Obvious areas of measurement in English, spelling, mathematics. Probably harder to track in lateral and creative thinking/strategy. New approaches to curriculum assessment? Brief quizzes/regular assessment of student work.
- Behaviour and feedback from students are good indicators.
- NAPLAN is obviously a good indicator of individual student progress but too infrequent.
- An individual learning plan for each student that carries through from one year to the next will help to ensure strengths and weaknesses are addressed consistently
- Engagement of students of all abilities.
- Absenteeism trending in the “right” direction
- Student retention rates

4. What are your suggestions as to what more we can do to add value educationally in our quest for continuous improvement and in ensuring we are a great school?

- Build stronger relationships with external community service providers/community groups/neighbouring schools
- Introduce mindfulness – school-wide
- There are many children with disabilities at EAS - thoughtfully Celebrate the international Day of People with Disabilities like other areas of Government (also hits Curriculum Framework target re: diversity as well as telling the many children at EAS that they are valued not just a deficit to be managed).
- Sports Day which includes disability –friendly sports e.g. boccia (all can play).
- Increase extra-curricular options e.g. debating, school choir
- Student Awards for a range of achievements – ‘Public speaking’ ‘Breaking down exclusion barriers’ ‘Peer support’
- Continue to place high expectations on all students in the school by setting challenging targets. Continue professional development of all staff and focus on the excellence in the quality of classroom teaching.
- Engage students more in conversations about their areas of strength and weakness
- Look at individual growth as the ultimate barometer – tracked via an individual learning plan
- Early intervention!

- Continue to retain the best possible teachers
- Ensure underperforming teachers are managed appropriately
- Offer extension programs for high performing students
- Make resources available (website etc) for parents to support their child’s learning
- Ensure there is superior behaviour management strategies in place

I have been happy with how the school has handled bullying at this school. Children who are bullied do not thrive & thus suffer from extreme low self-esteem therefore their school work suffers. The principal & teachers have been extremely helpful and I personally have given them praise for their efforts.

As for the poor teachers, I feel they are getting way too much pressure from parents from East Adelaide School community and not commended enough for their hard work they have done for all our beautiful students. The school curriculum of the 21st Century is changing in BOTH public & private schools and parents need to let the teachers do their job! If their child is experiencing difficulties at school and needs extra help, consider tutoring outside school hours.

My only concern is the composite class of years 6/7. Personally I feel that the year 7s should have their own class, even if numbers are extremely low, one class of year 7s will not harm these cuties. They need to experience being the oldest in the school taking on responsibilities to care and watch out for younger students and also to experience
their last year at primary school as memorable with their teachers, subjects & friendship groups and how it felt to take the lead in the school as year sevens. Please take this into account as I have noticed that they are getting bored with repeating year 6 into year 7.

I now understand why the eastern states now have amalgamated year 7s into high school, to give them challenging and structured classes.

That's all of my concerns, considering I have been at EAS since 2001, saw many changes throughout the school, I must say I am happy overall with this school, the selection of teachers are wonderful.
### Staff feedback: **What Makes a Good School a Great School?**

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<th>What Makes a Great School and How Will We Know?</th>
<th>What Are the Key Indicators That Show Students Are Being Challenged in Their Learning?</th>
<th>How Does a Great School Challenge Students in Learning?</th>
<th>How Does EAS Move from Being a Good School to a Great School?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students/Teachers</strong></td>
<td><strong>Students</strong> – happy children</td>
<td>Challenge</td>
<td>Student engagement through authentic learning opportunities</td>
<td><strong>EAS is a great school!</strong> – keep doing what we are doing, we are there</td>
</tr>
<tr>
<td>Student voice is evident</td>
<td>Students engaged cognitively, emotionally and behaviourally</td>
<td>Creativity</td>
<td>Providing rich relevant authentic teaching and learning tasks that address local and global issues</td>
<td>Slowing down and going deeper</td>
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<tr>
<td>Teachers/students as learners</td>
<td>Students regularly receive specific feedback to move them forward</td>
<td>Questioning</td>
<td>Problem solving</td>
<td>Vision shared</td>
</tr>
<tr>
<td>Flexible teachers open to new ideas</td>
<td><strong>Leadership</strong> – honest/caring leaders</td>
<td>Inquiry – inquisitiveness</td>
<td>Inquiry</td>
<td><strong>Great teachers– keep building teacher capacity</strong></td>
</tr>
<tr>
<td>High expectations of all students/staff</td>
<td><strong>Staff</strong> – dedicated &amp; happy teachers</td>
<td>Growth mindsets</td>
<td>Questioning</td>
<td><strong>Supportive parents</strong></td>
</tr>
<tr>
<td>Highly committed teachers – passionate &amp; engaging staff</td>
<td>Staff seeks and uses feedback to improve practice</td>
<td>Engagement</td>
<td>Give opportunities for multiple entry and exit points - open ended</td>
<td><strong>Great strategic leadership</strong></td>
</tr>
<tr>
<td>Happy teachers, happy students</td>
<td>Staff retention</td>
<td>Discussion</td>
<td>Exciting challenges</td>
<td>Improvements in results</td>
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<tr>
<td>Children who are hungry to learn</td>
<td><strong>Parents / Community</strong> – happy parents</td>
<td>Inferring information</td>
<td>Building resilience so children can face challenges</td>
<td>Embrace research</td>
</tr>
<tr>
<td>Leadership who keeps abreast of current educational trends and invests in building teacher capacity</td>
<td>Community involvement</td>
<td>Making connections</td>
<td>Embrace student interests</td>
<td><strong>Effective professional learning – strategic planned professional learning linked with data and assessment</strong></td>
</tr>
<tr>
<td><strong>Environment</strong> – focus on learning</td>
<td>Has a positive community feel</td>
<td>Resilience</td>
<td>Having fun</td>
<td><strong>Acknowledgement – of all efforts</strong></td>
</tr>
<tr>
<td>Positive change–being open to change</td>
<td><strong>Environment</strong></td>
<td>Engaged cognitively, emotionally and behaviourally</td>
<td><strong>Student voice and directed learning</strong></td>
<td><strong>Support staff positively</strong></td>
</tr>
<tr>
<td>All stakeholders valued &amp; supported</td>
<td>Good, effective communication</td>
<td>Data evidence demonstrates growth</td>
<td><strong>Making mistakes and growing</strong></td>
<td>Be kind to each other</td>
</tr>
<tr>
<td>Communicating with parents using various digital tech platforms</td>
<td>Positive engagement</td>
<td>Failure (learning from mistakes)</td>
<td>Teachers use data and formative assessment to inform practice</td>
<td>Using ‘build ups’, not ‘put downs’</td>
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<tr>
<td>Keeping up with current, changing practices ie technology</td>
<td>Trust, honesty / flexibility</td>
<td>Fear of unknown</td>
<td>Set high expectations</td>
<td>Show we are listening to our community</td>
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<tr>
<td>Current pedagogy evident R-7</td>
<td>Reflection</td>
<td>Tears</td>
<td>Zone of proximal development</td>
<td>Planning for future expansion</td>
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<tr>
<td>Commitment to continuous improvement</td>
<td>Creative thinking</td>
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<td>Valuing of all diversity/cultures</td>
<td>Cohesive learning community</td>
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<td>Growth mindset by all</td>
<td>Rigour</td>
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<tr>
<td>Putting professional learning into practice</td>
<td>Learning from each other teacher/teacher; children/children; children/teacher; teacher/children</td>
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<tr>
<td>Effective communication</td>
<td>Collaboration teacher, leadership, parents, students</td>
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<tr>
<td>Being open-minded and adaptive; open to (critical) feedback</td>
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<tr>
<td>Acknowledgement of</td>
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<tr>
<td>Creative play spaces / great resources</td>
<td>Collaboration</td>
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<td>Evolving / dynamic (ever-changing)</td>
<td>Extra-curricular opportunities</td>
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<td>Academic results</td>
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**COMMUNITY** – happy community, embedding ourselves within the community - collaboration with parents/parental involvement

| efforts/diversity | Global thinking |
| Great reputation | Excellent results |
| Green grass |  |