

External School Review

Partnerships, Schools and
Preschools Division

LYNDOCH PRIMARY SCHOOL

OCTOBER 2021

The External School Review process supports schools to raise student achievement and sustain high performance by providing quality assurance in highly effective schooling practices.

The review panel acknowledges the co-operation provided by the school.



Anne Millard

Executive Director, Partnerships, Schools and Preschools



Government of South Australia
Department for Education

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Lyndoch Primary School

Conducted in October 2021



Review details

Our education system aspires to become the best in Australia by seeking growth for every student, in every class and in every school.

The purpose of the External School Review (ESR) is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in government schools.

The External School Review framework is referenced throughout all stages of the ESR process.

This report outlines aspects of the school's performance verified through the review process according to the framework. It does not document every aspect of the school's processes, programs, and outcomes.

We acknowledge the support and cooperation provided by the staff and school community. While not all review processes, artefacts and comments are documented here, they have all been considered and contribute to the development and directions of this report.

This review was conducted by Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate and Vanessa Mortimer, 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

Lyndoch Primary School caters for students from reception to year 7. It is situated 59kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 97. Enrolment at the time of the previous review was 140. The local partnership is Greater Gawler.

The school has a 2020 ICSEA score of 988 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 5% Aboriginal students, 9% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 21% of students eligible for School Card assistance.

The school leadership team consists of an Acting Principal who has been in the role since February 2021, and a Student Wellbeing and Curriculum Leader in their 2nd year of tenure.

There are 7 teachers including 0 in the early years of their career and 1 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** Strengthen questioning and feedback practices so that they become embedded and, overtime, develop teacher capacities in the use of meta-cognition, ICT for learning and student goal setting and review.
- Direction 2** Improve the use of achievement and growth data to enable greater targeted planning and develop moderation processes to ensure consistency of practice in grading student learning.
- Direction 3** Utilise and deepen the range of datasets, including students' perceptions and insights, in the strategic review and improvement planning processes.
- Direction 4** Develop teachers' capacities to differentiate and design learning experiences and tasks to support the range of learning needs, and to enable multiple entry and exit points.

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

It is evident that the school has undertaken professional learning aligned to the previous directions. The impact of this work has varied as there has been recent changes in staff and leadership. Teachers are using learning intentions and success criteria to support students in their learning and there are expectations that students are working towards goals which are reviewed twice per term. Teachers talked about professional learning and the provision of feedback to inform learning and how they are applying this knowledge.

Teachers are participating in professional learning communities (PLCs) which have a focus on data, discussing effective practices and collaboratively planning. Agreed datasets are recorded and accessible for teachers, with an increased focus on the implications for teaching and learning. Teachers have engaged in moderation processes including the use of an effective writing assessment tool. Teachers know their responsibilities in relation to improvement planning and committing to action to work towards the expected outcomes and monitoring the progress of their actions. Intervention strategies have been reviewed and refined to target the learning more effectively in literacy and numeracy.

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?

Decisions to inform the site improvement plan (SIP) priorities are being made on evidence-based student achievement data with recent information now collated centrally for all to access. Historic whole-school and individual data is collated by leadership who make this available to teachers. The development of common evidence-based practices in literacy have been supported through whole-school training and expectations by leadership for teachers to consider the implications for teaching and learning. The school intends to update the statements of practice in line with the agreed approaches. Time in staff meetings is allocated to monitor the impact of the SIP actions based on targets. Staff understand their responsibility in implementing the actions and sharing with their colleagues the impact of this work on their practice and student outcomes. Professional learning for staff targets the SIP priorities, with expectations for staff to clearly align their performance and development plans (PDPs) to the goals in the SIP. Continuing to strengthen the connectedness and accountability of regular performance processes in relation to the implementation of the actions in the plan will benefit the building of common approaches to teaching and learning.

Governing council believe the school provides information about the SIP through updates at meetings and are keen to take a more active role. There is a level of collegiality across the staff and a willingness to learn from each other. Teachers have valued the opportunity to undertake peer observations and have leadership observe their practice and provide feedback focusing on the priority areas. This has supported the increased emphasis on developing consistent approaches across the school. Teachers identified that changes in practice are not yet consistent. Providing staff with planned time to participate in reflective, robust conversations and committing to action will support the building of teacher capacity in the identified areas. Thereby strengthening the implementation of effective evidence-based approaches and common understandings while focusing on improved outcomes for students.

Direction 1 Strengthen processes to support robust staff conversations when monitoring the effectiveness of the improvement strategies aligned to the challenges of practice and success criteria.

Effective teaching and student learning

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

Teachers work intentionally to build and maintain a positive and challenging learning environment. Students understand that challenge in learning is important for their progress. They acknowledged that teachers work to engage them, but they are seeking increased challenge. Learning intentions are used widely across the school, and students could articulate how these benefit their understanding of the learning they will undertake. While there is good practice in the use of learning intentions, the effectiveness for students is not yet consistent across the school. Teachers use success criteria to provide students with expectations of their learning and there was some evidence where they are used to scaffold students to reflect on their work. Teachers talked about a range of strategies they were using to develop learning goals with their class. Students could talk about how learning goals can assist them with their learning however there was variability of student responses as to how these were impacting on them and their ability to articulate their next steps in learning. Common understandings and practices to inform students of where they are at and their next steps in learning is an area to continue to strengthen.

A collaborative culture exists across the staff. This is inclusive of the new intervention strategy which is well resourced in time and personnel. There are clear expectations from leadership to support the literacy and numeracy learning in each class. Time is provided for teaching and non-teaching staff to meet each week for planning. There is a team approach being developed with consistency of support offered to each class. Strengthening accountability for outcomes from this strategy will identify clear benefits for students and clarity for all staff. High impact practices have been identified and relevant training has been provided to support the implementation. Teachers are willing and are encouraged to trial evidence-based explicit teaching which has been evident particularly in early years literacy practices and the use of a writing assessment tool across the school. Processes in moderation have built some common understandings in relation to the teaching of writing. While there is expertise, staff continue to strive to strengthen skills and knowledge in effective task design that challenges all students. Deepening the critical collaboration to collectively implement and evaluate high impact practices, which strengthen engagement and challenge for all learners, are next steps the school is well-placed to undertake.

Direction 2 Build consistent evidence-based practices in effective task design and student clarity of next steps to strengthen challenge in learning.

Effective teaching and student learning

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction?

Teachers work with an agreed assessment schedule across the school. Professional meetings with teachers focus on student data, using it increasingly to discuss implications for planning to effectively support learning. To inform intentional teaching the teachers at the school are tracking the progress of students through the collection and analysis of current data. Leadership supports this work through the collation of whole-school data and ensure data is central to discussions with teachers. A range of strategies for assessment of student learning, including both formative and summative, were articulated by teachers. They shared how they use data to inform their teaching at a class level, for example, finding 'collective gaps' and making groups to target the learning. There are clear processes to identify students for intervention based on data and in consultation with teachers. School services officers (SSOs) are provided time to plan with the teacher each week to support them to provide clarity of their responsibilities. While the panel acknowledges good practice, consistent use of data at an individual level to inform differentiated planning and instruction is developing.

Students understand that effective feedback helps their learning. Use of success criteria to support students to self-assess their work was evident. Teachers continue to evaluate their practice in the provision of feedback to students, working towards it being more targeted and regular. Student responses varied when asked about strategies they use to improve. Parents said the information they receive at face-to-face meetings with teachers and the use of electronic communication provides them with a good understanding of where their child is at with their learning. The school is well-placed to strengthen and embed differentiated curriculum planning and instruction through the development of a collective approach to data analysis across the site.

Direction 3 **Collectively develop effective practices in data analysis for intentional teaching where students have planned opportunities to demonstrate learning at higher levels.**

Outcomes of the External School Review 2021

Staff demonstrated a commitment to the students at Lyndoch Primary School. They are willing to take on new challenges to build their capacity. Staff and community have valued the current leadership for their commitment to the school through the upgrade of facilities and culture along with the focus on teaching and learning improvement. The Principal will work with the Education Director to implement the following directions:

- Direction 1** **Strengthen processes to support robust staff conversations when monitoring the effectiveness of the improvement strategies aligned to the challenges of practice and success criteria.**
- Direction 2** **Build consistent evidence-based practices in effective task design and student clarity of next steps to strengthen challenge in learning.**
- Direction 3** **Collectively develop effective practices in data analysis for intentional teaching where students have planned opportunities to demonstrate learning at higher levels.**

Based on the school’s current performance, Lyndoch Primary School will be externally reviewed again in 2024.



Kerry Dollman
Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools

Melissa Babic
Acting Principal
Lyndoch Primary School

Governing Council Chairperson

Appendix 1

School performance overview

The External School Review process includes an analysis of school performance as measured against the Department for Education Standard of Educational Achievement (SEA).

Reading

In the early years reading progress is monitored against Running Records. In 2020 43% of year 1 and 56% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline from the historic baseline average for both year 1 and 2.

In 2021 the reading results as measured by NAPLAN indicate that 100% of year 3 students, 69% of year 5 students and 70% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents an improvement, for year 5 this result represents little or no change and for year 7 this result represents a decline from the historic baseline averages.

For 2021 year 3, 5 and 7 NAPLAN reading the school is achieving within the results of similar students across government schools.

In 2021 58% of year 3, 31% of year 5 and 20% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents an improvement from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 50% or 1 out of 2 students from year 3 remain in the upper bands at year 5 and 100% or 2 out of 2 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 92% of year 3 students, 54% of year 5 students and 70% of year 7 students demonstrated the expected achievement against the SEA. For year 3 this result represents an improvement, for year 5 this result represents a decline and for year 7 this result represents little or no change from the historic baseline averages.

For 2021 year 3, 5 and 7 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools.

In 2021 42% of year 3, 0% of year 5 and 0% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents an improvement from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in numeracy 0% or 0 out of 1 student from year 3 remain in the upper bands at year 5 and 0% or 0 out of 2 students from year 3 remain in the upper bands at year 7.