

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Lucindale Area School

Conducted in November 2021



# Review details

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

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

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

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

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

This review was conducted by Sue Mittiga, Review Officer of the department's Review, Improvement and Accountability directorate and Ruth Mussger, 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

Lucindale Area School caters for students from reception to year 12. It is situated 343kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 196. Enrolment at the time of the previous review was 171. The local partnership is Wrattenbully.

The school has a 2020 ICSEA score of 998 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes 5% Aboriginal students, 6% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and less than 5% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 9th year of tenure, and a leadership team consisting of a Deputy Principal in their 8<sup>th</sup> year of tenure, a Wellbeing Leader, and a Special Programs Coordinator.

There are 14 teachers including 4 in the early years of their career and 4 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1**      **Use student achievement data to regularly evaluate student learning growth against agreed standards and targets.**
- Direction 2**      **Ensure that analysis of student achievement data is used to inform strategic improvement priorities, set targets, inform strategies, and inform self-review processes linked to whole-school improvement and growth.**
- Direction 3**      **Scaffold students into higher levels of academic achievement through learning to learn processes, such as the frequent provision of learning intentions, success criteria, student goal setting, reflections about learning, and the provision of feedback that contains information about how to improve the quality of the learning itself.**

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

**Direction 1** The school has supported staff training in formative assessment, analysing progressive achievement test (PAT) and NAPLAN data to inform practice. Training has also been provided in Microsoft 365 and TEAMS to streamline communication and information access. Staff are developing a literacy plan that outlines achievement benchmarks, data collection and analysis timeframes to inform intervention. A consistent internal referral process for students with special needs has been implemented along with a data recording system.

**Direction 2** Whole-school and cohort data including South Australian Certificate of Education (SACE), NAPLAN and PAT data has been analysed to inform the school improvement plan (SIP) goals and targets. Staff have engaged with whole-school data sets and understand the goals and targets. Professional development has been aligned to the SIP as has performance development goals. The SIP Step 4 and 5 planning, review and evaluate cycles have been documented.

**Direction 3** The leadership team have implemented teaching and learning sprint processes focused on literacy and differentiation. Staff are accountable through the performance development process. Line managers hold a rapid action plan meeting with staff to review any barriers, track achievements and determine the next steps. Leadership have implemented formal observations of practice with explicit feedback.

## Lines of inquiry

### Effective school improvement planning

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

Quality school improvement planning improves teaching practice and strengthens its impact on student learning. The school leadership team have clearly defined roles and responsibilities. They are working collaboratively to drive the improvement agenda, with a focus on building teacher capacity, through teaching sprint processes and performance development. Teachers are committed to improving their practice. This is evidenced by their engagement in the teaching sprint process, professional development and willingness to trial new practices.

Staff understand the SIP goals and some of the actions. Performance development plan goals are aligned to the SIP goals and Australian Institute for Teaching and School Leadership (AITSL) professional practice standards. Staff are developing their understanding of achievement data and, through self-review processes, have analysed whole-school and cohort data to inform the SIP goals and targets including NAPLAN, PAT, and SACE.

Whilst staff have a clear understanding of the SIP goals and actions most are unclear about what the challenge of practice and the success criteria are or their purpose. Developing staff understanding and ownership of the SIP and site self-review processes will ensure a clearer line of sight to classroom teaching and the impact on student learning outcomes. Connecting teaching sprint foci to the challenge of practice and ensuring that the outcomes are collaboratively reviewed against the success criteria will provide evidence of their impact on practice and student learning. There is an opportunity for teaching sprints to be data led and data informed so that teachers can effectively evaluate the impact of their teaching practice on student learning outcomes.

Staff have limited understanding of the cyclic nature of school improvement planning and the need for continuous monitoring, evaluation, and review. There is a significant opportunity to collaboratively evaluate and review the SIP to determine the impact on practice and student learning outcomes. The leadership team are well positioned to strengthen internal school planning and review processes, driving structures and protocols that will enable all staff to engage collaboratively in the process.

**Direction 1      Develop staff understanding and ownership of the SIP through collaboratively determining the challenge of practice and embedding cyclic processes to review the impact on practice.**

## Effective leadership

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

Effective leadership ensures a sustainable culture of learning and improvement. The leadership team have established a positive and open culture of accountability and improvement. Staff demonstrate a willingness to work collaboratively as is evidenced by the cyclic teaching sprint and rapid action plan protocols, facilitated by line managers. Sprints have a consistent focus across the site. The panel saw evidence of staff implementing changes to their practice from their engagement in the teaching sprint on differentiation. Explicit strategies, including the use of rubrics and scaffolded levels of tasks, were implemented to differentiate learning.

Teachers reported that rapid action plan meetings with line managers reviewed the barriers to achieving teaching sprint outcomes, tracked achievements and determined the next steps. Teachers stated that teaching sprints combined with line management processes promoted a culture of shared accountability. Line managers also undertake formal observations with explicit feedback processes that align to the AITSL professional practice standards and performance development plan goals.

The leadership team are building the capacity of staff to lead training and development and mentor others. They are working towards deprivatising practice across the school. The panel saw evidence of high-quality teaching in some classes. Providing increased opportunities for staff to be coached or mentored by expert practitioners at the school would further improve practice and develop consistency. In light of the school context with a high proportion of newly appointed teachers, including those in the early stages of their career, a comprehensive and ongoing induction program that incorporates coaching and mentoring would be beneficial.

Staff reported that they would like more opportunities to collaboratively plan, team teach and moderate together. There is an opportunity to develop formal processes, for example professional learning community processes, that will enable staff to collaboratively plan, and moderate rich learning and assessment tasks aligned to the Australian Curriculum.

Leadership have identified that cohesive curriculum planning and mapping is a next step. Whilst some staff have a clear understanding of the Australian Curriculum and SACE, and there is some documented genre mapping, the school is well positioned to develop a coherent approach to curriculum and pedagogy R-12. Mapping curriculum across the school would ensure a guaranteed and viable curriculum and the continuity of learning progression across all year levels.

**Direction 2     Develop a coherent approach to curriculum planning and mapping that ensures continuity of learning and curriculum entitlements R-12.**

## Effective teaching and student learning

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

Feedback and assessment provide teachers and students with the data and evidence needed to inform teaching and learning. Staff are developing their data literacy. Structures and processes including documented data schedules, on-line data platforms and SACE deadline agreements are being developed to make the tracking and monitoring of individual student data more accessible. A literacy plan is being finalised. This will describe the literacy data that will be collected and analysed R-year 10, linking timeframes and literacy expectations to further inform practice. Referral processes for student intervention are being streamlined across the school.

Most teachers have participated in professional development on how to interpret and analyse diagnostic data including PAT data. This has built staff capacity to use summative assessment and diagnostic data to inform their practice and to determine the next steps for teaching and learning.

Feedback processes vary across the school. There are many examples of effective feedback being provided to students from teachers. Senior secondary students commented about the depth of written and verbal feedback they were given in some subjects, that positively impacted their learning. Feedback strategies such as thumbs up, check-ins and exit slips were used in the junior primary and primary classes. Middle school students reported that they gave peer feedback and constructive criticism to each other that supported them in their learning. Written feedback and rubrics are more consistently used in secondary classes.

Whilst there were some examples of peer feedback processes being implemented across the school an opportunity exists to develop students' ability to provide explicit and constructive feedback to each other and to their teachers about their learning. Empowering students to know and understand their learning data would support this. Whilst students understood some of their learning data including some test results and reading levels, this was not evident across the school. Most were unsure of their learning data and could not describe their next steps in learning.

Students' understanding of learning intentions and success criteria was also limited. Embedding learning intentions and success criteria explicitly throughout the school will further support students to reflect, give feedback on and monitor their own learning. Student reflections and feedback to staff about their learning inform teaching practice, differentiation, and task design.

**Direction 3      Empower students R-12 to understand their learning data and to provide feedback to staff, so that teachers can provide greater precision and intentionality in their practice and instruction.**

# Outcomes of the External School Review 2021

Lucindale Area School is a unique country school offering specialised agriculture and farming pathways. The R-12 school has a welcoming and supportive culture. Parents commented positively about the connections the school has with the community and the caring relationships that staff build with students. Leadership and staff are committed to improvement, through engagement in professional learning and implementing changes to practice.

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

- Direction 1**      **Develop staff understanding and ownership of the SIP through collaboratively determining the challenge of practice and embedding cyclic processes to review the impact on practice.**
- Direction 2**      **Develop a coherent approach to curriculum planning and mapping that ensures continuity of learning and curriculum entitlements R-12.**
- Direction 3**      **Empower students R-12 to understand their learning data and to provide feedback to staff, so that teachers can provide greater precision and intentionality in their practice and instruction.**

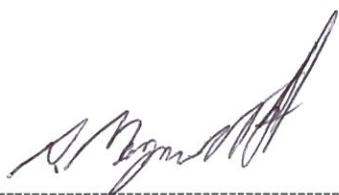
Based on the school's current performance, Lucindale Area School will be externally reviewed again in 2024.



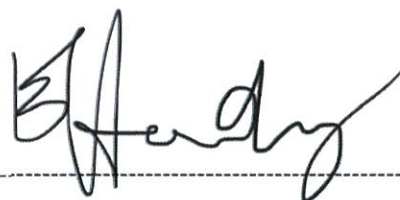
Kerry Dollman  
Director  
Review, Improvement and Accountability



Anne Millard  
Executive Director  
Partnerships, Schools and Preschools



Adrian Maywald  
Principal  
Lucindale Area 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 60% of year 1 and 88% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline for year 1 and little or no change for year 2 and from the historic baseline average.

In 2021 the reading results as measured by NAPLAN indicate that 100% of year 3 students, 72% of year 5 students, 86% of year 7 students and 46% of year 9 students demonstrated the expected achievement against the SEA. For year 3 this result represents an improvement, for year 5 and 7 little or no change and for year 9 a decline, from the historic baseline average.

For 2021 year 3, 5, 7 and 9 NAPLAN reading the school is achieving within the results of similar students across government schools.

In 2021 71% of year 3, 33% of year 5, 41% of year 7 and 23% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 3 and year 7 this result represents an improvement, and for years 5 and 9 this result represents little or no change from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in reading 71% or 5 out of 7 students from year 3 remain in the upper bands at year 5, 61% or 8 out of 13 students from year 3 remain in the upper bands at year 7, and 62% or 5 out of 8 students from year 3 remain in the upper bands at year 9.

### Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 100% of year 3 students, 67% of year 5 students, 95% of year 7 students and 77% of year 9 students demonstrated the expected achievement against the SEA. For year 3, year 7 and year 9 students this result represents an improvement and for year 5 students this result represents little or no change, from the historic baseline average.

For 2021 year 3, 7 and 9 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools.

In 2021 71% of year 3, 6% of year 5, 55% of year 7 and 12% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 3 and year 7 this result represents an improvement from the historic baseline average. For year 5 and 9 this result represents a decline from the historic baseline average.

For those students in 2021 who achieved in the top 2 NAPLAN proficiency bands in numeracy 17% or 1 out of 6 students from year 3 remain in the upper bands at year 5, 89% or 8 out of 9 students from year 3 remain in the upper bands at year 7, and 25% or 1 out of 4 students from year 3 remain in the upper bands at year 9.

## SACE

In terms of SACE completion in 2020 89% of students enrolled in February and 89% of those enrolled in October who had the potential to complete their SACE did go on to successfully achieve SACE. This result for October SACE completion represents little or no change from the historic baseline average

For compulsory SACE Stage 1 and 2 subjects in 2020 100% of students successfully completed their Stage 1 Personal Learning Plan, 100% of students successfully completed their Stage 1 literacy units, 100% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2020 100% of grades achieved were at 'C- 'level or higher, 12% of grades were at an 'A' level and 5% of grades were at a 'B' level. This result represents little or no change for the 'C- 'level or higher grade, a decline for the 'A' level grade and little or no change for the 'B' level grade from the historic baseline averages.

Seventy five percent of students completed SACE using VET and there were 0 students enrolled in the Flexible Learning Options (FLO) program in 2020.

In terms of 2020 tertiary entrance 33% or 3 out of 9 potential students achieved an ATAR or TAFE SA selection score.

In 2020 the school had a moderation adjustment of downwards one grade for 2 students.