

Department for Education External School Review

Partnerships, Schools and Preschools division

On-track evaluation report for Lincoln Gardens Primary School

One-year return conducted in June 2021



On-track evaluation process

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.

All government schools are externally reviewed over a 3 year cycle. After the review the Principal and the Governing Council Chairperson receive a written report with a number of directions for improvement.

A copy of the ESR report is available on the school website.

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

In some cases when the review panel identifies limited achievement and growth together with evidence about the school's capacity for systematic improvement, a school is advised they will be visited again in 1 rather than 3 years' time (1 year return).

Schools with a 1 year return are assisted by the Education Director and other department staff to receive additional coordinated and targeted support. This intervention is focused on building the school's capacity to improve teaching and learning across the school, lift expectations and achieve improved student learning results as measured against the Department for Education Standard of Educational Achievement (SEA).

Following intervention which occurs for 12-15 months after the ESR, a review panel conducts an on-track evaluation (OTE) to determine the extent to which the school has, with external support, developed sustainable internal capacity to improve effectiveness and raise student achievement.

The school's Site Improvement Plan (SIP) is the main document used to inform the OTE.

This OTE visit was conducted by Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate and Graeme Fenton, Review Principal.

The OTE report should be read in conjunction with the report of the External School Review conducted at Lincoln Gardens Primary School in February 2020.

Directions from the External School Review report

February 2020

Key focus area 1 Develop greater student agency within learning through the consistent implementation of teaching strategies that enable students to understand the purpose of their learning.

Key focus area 2 Improve student engagement in their learning through pedagogy and intentional task design that supports a range of learners with appropriate levels of scaffolding.

Key focus area 3 Raise expectations of student achievement by establishing agreed, high yield practices that will be implemented consistently across the school.

Additional information about the school context

The Principal noted the opportunity to appoint a student wellbeing leader. The leader assisted the Principal in driving the improvement agenda. Enrolments have declined, resulting in the school now running 3 classes. There were some changes in teaching staff.

Development of a school improvement plan

Findings of the external school review have driven the school's improvement work. Teachers were supported in implementing the improvement agenda through relevant training, clear expectations and documentation of the agreed approaches. Teachers were given time to reflect and plan for the implementation of the expected practices. The school improvement plan (SIP) was developed collectively, and strategically focused on a narrow approach to improvement on reading.

The plan was sent to the Executive Director, Partnerships, Schools and Preschools in term 1, 2021.

Strategic support provided to the school over the past 12 months

There were a range of strategies in place to support teachers in building common understandings and effective practices. Staff from the Literacy Guarantee Unit (LGU), Learning Improvement Division and the local education team (LET), coaching models, observations of practice and providing professional learning aligned with the reading priority were all utilised. Regular meetings with the LET were undertaken to monitor progress of implementing the directions. There was a consistent focus on the improvement agenda, led by the Principal, since the last external school review.

Evidence and evaluation referenced to directions in the school improvement plan

Direction 1 **Develop greater student agency within learning through the consistent implementation of teaching strategies that enable students to understand the purpose of their learning.**

On-track evidence

- Reflection by students on success criteria is common practice across the school.
- Learning intentions and success criteria are used with students as part of the learning cycle.
- Students have learning goals visible on tables.
- Parents have an understanding of their child's goals and these are shared at 3-way interviews.
- A structure exists to celebrate achievement of goals in classrooms.
- Teachers acknowledge that student learning goals need to be defined more clearly.
- Training was provided to support teachers in developing individual student learning goals more effectively.

Review panel evaluation

Teachers are using learning intentions and success criteria to support students to have increased understanding of their learning. The staff undertook collective training and sharing of practice to more effectively support students in articulating their learning. Students described how learning intentions assist them in their learning. Teachers acknowledge they are working towards refining processes with students when setting their learning goals. The goals are all accessible for students; however, student engagement with and their ability to talk about how these impact on their learning is developing.

Direction 2 Improve student engagement in their learning through pedagogy and intentional task design that supports a range of learners with appropriate levels of scaffolding

On-track evidence

- A transparent case management process was established, involving teacher, school services officers, and leadership to support student learning.
- Appropriate training and coaching for teachers assisted in implementing the agreed pedagogies/programs in English. The ongoing nature of this support is valued by staff.
- Staff have collectively reflected on the data collected, and agreed on datasets which positively influence their planning for individual students.
- There are clear expectations and collective agreements around the structure of the English block. This is documented and training was provided to support teachers' implementation of each element of this focused work.
- Teachers stated they provide feedback verbally for students.
- School services officers are effectively keeping records of the work they are undertaking with students and given relevant professional learning.
- Parents stated that the quality of information provided by teachers about their child's progress is appropriate, and teachers are very approachable to talk to about any concerns.
- Through the implementation of explicit direct instruction, teachers are more focused on the teaching of the skill of reading through agreed reading approaches.

Review panel evaluation

There is an increased emphasis and training for teachers in the tracking and analysing of agreed evidence-based datasets to inform teaching and learning more effectively. Teachers talked about how they are providing students with verbal feedback about their learning. The impact of this feedback for students was not as clear in student conversations. Tracking the impact of this feedback by teachers are next steps for the school to undertake. The clear structure, provided by the English block and the use of agreed approaches, is supporting consistency of practice across the school. Teachers are supporting students in understanding their learning through learning intentions.

Direction 3 Raise expectations of student achievement by establishing agreed, high yield practices that will be implemented consistently across the school.

On-track evidence

- The development of reading action plans clearly documents a commitment to individual student progress by teachers.
- Teachers acknowledge they have a responsibility to work towards every child making growth in their learning.
- Consistency of Heggarty Phonemic Awareness, Jolly Phonics, Learning English: Achievement and Proficiency (LEAP) levelling, explicit direction instruction, progressions and 'EALD hub' – all focused on improving reading instruction.
- Phonics screening is conducted with students across the school.
- Professional learning is prioritised at staff meetings. Pupil free days were strategically used to support SIP priorities and directions from the external school review.
- Consistent and ongoing use of consultants were used to build the capacity of staff through training and modelling of expected practices alongside teachers in their classrooms.
- Leadership is strategically working alongside teachers to support the implementation of expected practices.
- Physical resourcing is in place to support the implementation of the new approaches to the teaching of reading.
- There is a targeted approach to support student learning through effective case management processes for individual students.
- Clear documentation is kept of the connections between the improvement work and impact on teacher practice of the agreed high-yield practices and student achievement.
- Staff stated the work of professional learning communities in 2020 was valued in supporting the new learning.
- Therapeutic structures, such as the 'Garage', are in place to support the re-engagement of students in learning.
- Leaders conduct regular observations and provide feedback to teachers aligned to the expected practices in the school improvement plan.
- Tracking of student achievement progress and celebration of student learning growth is evident.

Review panel evaluation

Teachers are acknowledging what students are bringing to the learning. Tracking of student achievement data by leadership and teachers is more effectively informing discussions by teachers when addressing the learning needs of students with whom they work. Students are demonstrating increasing engagement and resilience in learning. Using individual student learning goals is observed across the school. Leadership's clear expectations are documented for staff, and observations of teacher practice are conducted by both consultants and leadership. Establishment of the 'Garage' provides a safe place for students to refocus and re-engage in learning, and is valued by stakeholders across the school community.

Outcomes of the on-track evaluation 2021

Based on the evidence provided, Lincoln Gardens Primary School is on-track to effectively implement the External School Review directions.

Educational leadership is systematically supporting the implementation of successful instructional, curricular and assessment practices particularly in the teaching of reading.

The review panel found that:

The school is establishing structures and processes which support staff to more effectively analyse data to inform decisions about school improvement priorities. Staff are implementing agreed approaches to learning, working towards collectively monitoring the impact of the actions they are taking. These approaches are evidence-based, and staff had relevant training to support implementation. Stakeholders talked about the change in learning culture, led by the principal, providing increasing rigor in student learning. There are foundational changes in place, supporting students in growing influence in their learning. Teachers are increasingly sharing the language of learning with students through individual student goal-setting and explicit use of learning intentions.

The Principal will continue to work with the Education Director to implement the OTE key actions.

Direction 1 Develop greater student agency within learning through the consistent implementation of teaching strategies that enable students to understand the purpose of their learning.

Direction 2 Improve student engagement in their learning through pedagogy and intentional task design that supports a range of learners with appropriate levels of scaffolding.

Direction 3 Raise expectations of student achievement by establishing agreed, high yield practices that will be implemented consistently across the school.

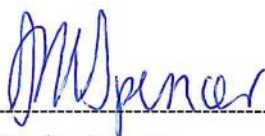
Based on current performance, Lincoln Gardens Primary School will be externally reviewed again in 2023.



Danielle Chadwick
A/Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools



Sandra Spencer
Principal
Lincoln Gardens Primary School



Governing Council Chairperson