

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Lameroo Regional Community School

Conducted in August 2019



Government of South Australia

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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 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, they all have been considered and contributed to the development and directions of this report.

This review was conducted by Debbie Grzeczowski, Review Officer of the department's Review, Improvement and Accountability directorate and Tobias O'Connor, 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
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Lameroo Regional Community School caters for students from reception to year 12. It is situated 205kms from the Adelaide CBD. The enrolment in 2019 is 170 students. Enrolment at the time of the previous review was 166.

The school has an ICSEA score of 985, and is classified as Category 5 on the Department for Education Index of Educational Disadvantage. The local partnership is Coorong & Mallee.

The school population includes 3% Aboriginal students, 8% students with a verified disability, 18% families eligible for School Card assistance, and 4% students of English as an additional language or dialect (EALD) background.

The school leadership team consists of a principal in the 1st year of their tenure at the school. The school has a deputy principal, and two senior leaders responsible for the secondary school and student wellbeing.

The previous ESR or OTE directions were:

- Direction 1** Continue to build capacity in formative assessment processes through professional learning and sharing.
- Direction 2** Continue to improve student voice in learning conversations and decisions, including the development of One Plans.
- Direction 3** Strengthen performance and development planning and processes by deepening engagement and alignment with the Australian Professional Standards for Teachers.

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

The previous ESR directions have guided the schools' improvement plans. Staff have participated in a range of professional learning opportunities aligned with the previous directions which has positively impacted on practice. Attention to the Australian Professional Standards for Teachers has strengthened performance development and provided increased accountability.

As a result of the previous directions, the school has introduced an intervention cycle with all identified students having targeted plans. This process has been further extended with the introduction of evidenced-based interventions.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

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

The panel observed that all teachers are engaging with a range of achievement and growth data which is further supported by a published data collection schedule. School leadership has aligned staff meeting structures to facilitate the opportunity for staff to meet regularly and interrogate data as part of professional learning communities (PLCs) which are aligned to the Site Improvement Plan (SIP).

With new leadership joining the school at the beginning of 2019, staff used this opportunity to review data and collectively engage in the formation of their current plan. Staff meeting time was allocated to support and provide depth to this process.

Leaders have a clear understanding of what they want to achieve to improve outcomes at the school and this was evidenced through conversations with community and staff, who commented on the positive impact leaders have made. Professional development program (PDP) plans are linked to the SIP for both teachers and support staff and professional learning supports the goals of the SIP. Teaching staff review the SIP as part of their ongoing PLC focus.

The panel evidenced varying degrees of staff connectedness with the SIP with some staff not explicitly connecting their practice explicitly with SIP goals. Although PDP's are linked to the SIP, staff are awaiting their scheduled formal observation and feedback, which the panel felt would provide further opportunity to link teacher practice directly to the improvement plan. The principal has conducted informal walkthroughs with all classes and has provided feedback to staff. The panel felt a structured coaching model would support teacher pedagogy at Lameroo Regional Community School and strengthen capacity to further build consistent practice to deliver improvement goals.

A focus now on clear structures and processes to strategically connect teachers to SIP goals would be timely. Monitoring and observing teacher practice, explicitly linked to the narrow focus of the SIP, and in conjunction with a coaching model, will provide rigour and support a cycle of continuous improvement which will positively impact on classroom practice.

Direction 1 Build staff capacity and connectedness to the SIP through a strategic coaching model which provides focused observations and feedback for improvement.

EFFECTIVE TEACHING AND LEARNING

How effectively are teachers supporting students to improve their learning?

The panel evidenced that teachers had good understanding of the Australian Curriculum with most teachers using pre-assessment to refine planning and post-assessment to track student growth. A whole-school consistent and embedded practice in wellbeing has enabled a strong focus on learning which was evidenced through observations and discussions with staff, students and the community. All staff track data to identify students but the panel found little evidence of how this was being used to inform student learning, as differentiated lessons were not evidenced as consistent practice.

Students are supported within class by clear visual prompts which the panel felt could be amplified by displaying aspirational examples of quality work. Some staff have shared examples with students at the beginning of a topic, and students reported finding the examples useful as it demonstrated how they could

improve their work, but these were not accessible throughout the duration of the project. The majority of students feel readily available access to these examples would guide and provide them with tangible examples of how to improve their work. The panel believes there was opportunity to make this an expectation of practice across all classes.

Most students have individual learning goals but some of these were of a general nature, such as 'try harder' or 'finish your work', and did not provide the next steps in learning. Half of the students, with whom the panel spoke, indicated that their work was 'just right' or 'too easy'. Students felt that whilst they needed to be challenged and given harder work to push and stretch their learning, they were also content in sitting at a 'C' level grade. Most tasks evidenced in bookwork and through discussions and observations provided limited opportunity to achieve higher grades.

The panel evidenced pockets of good practice which provides opportunity for these particular practitioners to share their practice amongst all staff to provide consistency for students. Increased opportunities to refocus on learning design and outcomes, both with staff and with partnership colleagues, would enable differentiation for stretch and challenge to become routine practice.

Direction 2 Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all students.


CONDITIONS FOR EFFECTIVE LEARNING

To what extent does the school provide conditions for effective student learning?

Students report a sense of feeling safe, having pride in their school and value their strong relationships with staff, reporting that staff care about them and see them as individuals. The panel evidenced a strong, supportive culture which was verified by the community who commented on a positive shift in this area. Students perceive school to be a place for purposeful and relevant learning which is reflective of staff accommodating increased pathways for SACE through VET courses, Open Access and in-school apprenticeships.

Students reported wanting more ownership of their learning and articulated the need for success criteria and timely feedback to help monitor their progress to inform them of their next steps in learning. Many teachers use assessment rubrics but not all of these explicitly show the next steps in learning and were not used by students to self or peer assess work. Students report they value teacher feedback whilst engaged in a task as this improves their outcomes, however this was not evidenced as consistent practice and some staff identified this as an area of improvement. Many students report that feedback occurs after work is submitted, and whilst some teachers offer the opportunity for submitting drafts, students felt this was not actively encouraged and few drafts were handed in for feedback. The panel evidenced a general sense that students were happy with 'satisfactory' work and did not aspire to reach higher grades. Implementing and embedding processes which provide all students with regular opportunities to input into their learning will deepen their ownership, and promote their sense of themselves as learners.

Students at Lameroo Regional Community School have the opportunity to become partners in their learning through the provision of aspirational examples of work that will shift the focus firmly on high achievement. When teachers set high expectations, discuss and collaboratively develop success criteria alongside their students, provide targeted and timely feedback, then impact on learning is heightened.



Direction 3 Develop a culture of high expectations and aspirational achievement and facilitate this by enabling all students to monitor and assess their learning, establish clear success criteria and receive targeted and timely feedback.

Outcomes of the External School Review 2019

Lameroo Community Regional School has a strong positive culture with all staff feeling part of a united team. Parents acknowledged positive changes within the school and expressed a view that all staff are approachable. Wellbeing is embedded across the school with a common language supporting students.

The school makes good use of its indoor and outdoor learning environments with specialist lessons in agriculture a continuing strength of the school. Every year the school puts on a production which is valued, anticipated and supported by local community. The school is highly supported by a pro-active Governing Council.

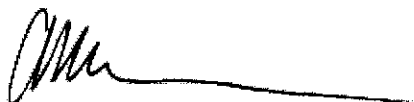
The principal will work with the education director to implement the following directions:

- Direction 1** **Build staff capacity and connectedness to the SIP through a strategic coaching model which provides focused observations and feedback for improvement.**
- Direction 2** **Collaboratively strengthen teachers' capacity to design and implement learning experiences that further enable differentiation, intellectual stretch and challenge to be an integral aspect of everyday learning for all students.**
- Direction 3** **Develop a culture of high expectations and aspirational achievement and facilitate this by enabling all students to monitor and assess their learning, establish clear success criteria and receive targeted and timely feedback.**

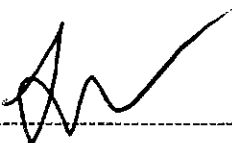
Based on the school's current performance, Lameroo Regional Community School will be externally reviewed again in 2022.



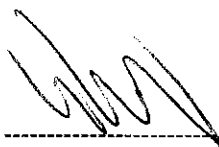
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GOVERNING COUNCIL CHAIRPERSON

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 2018, 80% of year 1 and 63% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change decline from the historic baseline average.

In 2018, the reading results, as measured by NAPLAN, indicate that 78% of year 3 students, 60% of year 5 students, 70% of year 7 students and 77% of year 9 students demonstrated the expected achievement under the SEA. For year 3, this result represents little or no change, for years 5 and 7 this represents a decline, and for year 9 represents an improvement from the historic baseline average.

Between 2016 and 2018, the trend for years 5 and 7 has been downwards, from 79% to 60% and from 100% to 70% respectively.

For 2018 year 3, 5, 7 and 9 NAPLAN reading, the school is achieving within the results of similar students across government schools.

In 2018, 11% of year 3, 10% of year 5, 0% of year 7, and 18% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents a decline from the historic baseline average.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in reading, 33%, or 1 out of 3 students from year 3 remain in the upper bands at year 5, 0%, or 0 out of 1 students from year 3 remain in the upper bands at year 7, 50%, or 3 out of 6 students from year 3 remain in the upper bands at year 9 and 67%, or 2 out of 3 students from year 7 remain in the upper bands at year 9.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 78% of year 3 students, 60% of year 5 students, 80% of year 7 students and 82% of year 9 students demonstrated the expected achievement against the SEA. For years 3 and 7 this result represents little or no change, for year 5 this represents a decline, and for year 9 this represents an improvement from the historic baseline average.


For 2018, year 3, 5, 7 and 9 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools.

In 2018, 11% of year 3, 0% of year 5, 10% of year 7 and 0% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents a decline from the historic baseline average.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 0%, or 0 out of 1 students from year 3 remain in the upper bands at year 5, 0%, or 0 out of 1 students from year 3 remain in the upper bands at year 7, 0%, or 0 out of 1 students from year 3 remain in the upper bands at year 9 and 0%, or 0 out of 2 students from year 7 remain in the upper bands at year 9.

SACE

In terms of SACE completion in 2018, 75% of students enrolled in February and 51% 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 a decline from the historic baseline average. For compulsory SACE Stage 1 and 2 subjects in 2018, 94% 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 88% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2018, 77% of grades achieved were at 'C-' level or higher, 17% of grades were at an 'A' level and 17% of grades were at a 'B' level. This result represents little or no change for 'A' level grades, and a decline, from the historic baseline average for the 'C-' or higher and 'B' grades respectively.