



ACT
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Education

LYNEHAM PRIMARY SCHOOL

Review Report 2017

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Introduction: Overview of the External School Review process

As part of the Australian Capital Territory's school improvement approach, public schools and colleges in the Australian Capital Territory (ACT) are required to participate in an External School Review every five years. This document captures the findings of the External Review Panel during this cycle of school review.

In broad terms, the panel seeks to determine, through evaluation against the National School Improvement Tool (NSIT), the extent to which the school is meeting its agreements, achieving its priorities, and addressing its challenges in the context of a continuously improving educational environment.

The External School Review was conducted over three days and involved a wide variety of data gathering approaches including desktop review, observations, interviews and documentation. This approach provided evidence for the panel to consider against the nine inter-related domains in the NSIT to inform the affirmations, commendations and recommendations for this school improvement cycle.

Section A: School context

Lyneham Primary School is situated in the inner-north Canberra area. The School is proud of the diverse talents, backgrounds and cultures that form the rich tapestry of the school community. Students attending the school represent a wide range of socioeconomic backgrounds. The school ICSEA (Index of Community Socio-Educational Advantage) value is 1140.

Lyneham Primary is 58 years old and while respecting history and tradition, embraces change and growth. This is through classroom and school programs, through focus on building the capacity of teachers and leaders and through updating the school's physical spaces.

Over the past five years, the student population has remained steady in terms of total enrolments. Preschool enrolments, across two separate sites, have fluctuated between three to four sessions. The school has welcomed increasing enrolments from our priority enrolment area and has maintained 19 classes, across Kindergarten to year 6, for three years.

In Term 4 2012, a new principal was appointed and over the last five years there has been a change in the leadership team with new deputy principals and executive teachers. In 2013, a new business manager was appointed and an increase in student population over time has led to a need for increased administrative support. Teaching staff changes were minimal until 2017, when 11 new staff were appointed to fill position vacant due to staff retirement, secondment overseas, transfer to other schools, long-term leave for family circumstances and maternity leave. This has necessitated a comprehensive induction model for new teachers to the school and new to the profession, to ensure that staff understand the vision and values of the school in relation to pedagogy, safe and supportive school procedures, and community expectations.

Section B: School performance

The school has examined longitudinal system data (NAPLAN), school-based data (PIPS), and stakeholder perception data (School Satisfaction Survey) in preparation for the review.

NAPLAN: For the years 2013–2016, the year 3 and year 5 mean scores were:

	Year 3	Year 5
Reading	455, 459, 455, 469	537, 544, 526, 521
Writing	422, 384, 393, 415,	462, 483, 483, 479
Spelling	405, 405, 393, 447	509, 507, 488, 491
Grammar and punctuation	451, 467, 429, 470	532, 556, 528, 528
Numeracy	429, 437, 420, 435	515, 519, 504, 528

The National Assessment Program – Literacy and Numeracy (NAPLAN) means scores compare favourably against the ACT average in reading, grammar and punctuation, and numeracy. A dip occurred in year 3 writing in 2014, which has since been a focus for the school.

NAPLAN targets set by the Education Directorate in reading and numeracy were met or exceeded, with the exception of 2015, when means scores did not reach set targets for either year 3 or year 5. Numeracy improvement has also been a focus for the school.

NAPLAN data indicate some growth in writing, numeracy, and grammar and punctuation against ACT means.

The My School website indicates that Lyneham Primary School has similar achievement rates to like schools across Australia in both numeracy, and grammar and punctuation. Year 3 writing is slightly below the like-schools average and year 5 writing, reading and spelling is slightly below the like-schools average.

The changes in pedagogy over time are making differences and the school recognises the focus on writing will need to continue into the next plan.

The school has a significant population of students with English as an Additional Language or Dialect (EAL/D) with a rise from 36 to 38 percent over the past four years. EAL/D results in numeracy, grammar and punctuation, and reading are positive. Writing and spelling remain areas of development.

PIPS: Performance Indicators in Primary School (PIPS) data reveal that the school's growth in reading has been at or above the ACT system average. The school data indicate that each cohort starts above the ACT mean and in all cases, finishes above the ACT mean.

Growth in mathematics has been equivalent to the ACT system average over the past four years.

Satisfaction Survey Data: The overall staff satisfaction with work at the school and the school itself is very high. Responses reflect a high level of satisfaction with teacher motivation of students and working with parents to support student learning. Communication between staff has improved in 2016, with results significantly above the ACT average. The level of staff satisfaction with the use of learning technologies as an integrated part of learning and teaching shows steady but consistent growth since 2014. The survey indicates there has been a decline in the use of system testing and processes to

inform learning; the panel, however, found that this data was outdated and teachers do indeed use data to inform learning.

Overall, student responses indicate students believe that teachers expect them to do their best. They like their school and they feel safe. From 2014–16, there has been a dip in student satisfaction in a number of areas, including useful feedback provided about their school work, student voice and celebration of student achievement. It is noted that student perception data is obtained from years 5 and 6 only.

Parent data indicates consistent above-average responses ‘that the school treats students fairly’ since 2013 and that community partnerships are valued and maintained. Showing consistent improvement is parents’ perceptions that teachers expect students to do their best. From 2015 there was a dip in parent perception that ‘teachers at our school motivate their child to learn’ and the ‘school works with parents to support their child’s learning’. There was also a dip in 2016 in the number of parents who believe that computer technology is an integral part of learning and teaching at the school, after three years of growth. The school is well maintained and it is rated above average by stakeholders.

Attendance: Lyneham Primary School has had a high average level of attendance (94 percent) over the course of this improvement cycle.

Eighty-three percent of Lyneham Primary School students attend school more than 90 percent of the time.

Evidence cited

- NAPLAN data 2013–2016
- PIPS performance and growth data 2013–2016
- school satisfaction data 2013–2016
- school summative report 2017
- demographic data 2013–2016
- student attendance data 2013–2016
- My School website.

Section C: School improvement planning and implementation

Priority areas

Lyneham Primary School has outlined two strategic priorities in its plan. These are to:

- improve literacy and numeracy outcomes for all students
- provide a diverse curriculum to meet the learning needs of all students.

While these two priorities didn't change over time, the key improvement strategies were altered to suit changing data for student needs.

The changing nature of key improvement strategies and targets has made it difficult for the school to have a longer-term view of student progress over time in key improvement areas.

Strategic Priority 1: Improve literacy and numeracy outcomes for all students

Performance measures and targets

As required by the Directorate at the time, the School Strategic Plan 2013–2016 did not have performance measures and targets, therefore an analysis has been completed using Annual Action Plans and Annual School Board Reports. It is also noted that the Directorate has modified targets over the period.

Increase in NAPLAN mean score results for years 3 and 5, especially in writing.

The schools target was to achieve the set Education Directorate identified targets for the school, which included a four-point loading for improvement in literacy and numeracy each year.

	Year 3	Year 5
Literacy (Target in reading or writing)	2013: Target achieved 2014: Target achieved 2015: Target partially achieved 2016: Target achieved	2013: Target partially achieved 2014: Target achieved 2015: Target partially achieved 2016: Target partially achieved
Numeracy	2013: No target set 2014: No target set 2015: Target partially achieved 2016: Target achieved	2013: No target set 2014: No target set 2015: Target partially achieved 2016: Target achieved

Increase in percentage of students achieving expected growth in PIPS results

	Reading Percentage of students at or above expected growth	Mathematics Percentage of students at or above expected growth
2013	Target achieved	Target achieved
2014	Target partially achieved	Target partially achieved
2015	Target achieved	Target partially achieved
2016	Target achieved	Target achieved

School assessment data shows improvements in literacy and numeracy from K–6

2013	Year level benchmark target partially achieved PAT Maths target achieved
2014	PAT Maths target achieved for years 3–6
2015	PAT Maths target achieved for years 3–4 Other year level data unavailable
2016	PAT Maths target achieved for years 3–4 Other year level data unavailable

Achievements

Key Improvement Strategy 1: Develop a whole-school best practice approach to the teaching of literacy and numeracy—teachers articulate consistent pedagogical practice

- Principals as Literacy Leaders (PALLs) professional learning was completed in 2014. A staff professional learning schedule was developed focusing on best practice strategies for literacy, home reading and reading groups.
- A daily reading program for K–4 was implemented.
- The school-wide implementation of a Vision of Literacy was showcased at the Australian Literacy Educator’s Conference (ALEA) in Canberra in 2015.
- A gradual release of responsibility model has been implemented in the teaching of literacy and language, including modelling in classrooms by the executive team.
- A Literacy Practice Guide has been developed and is used for self-reflection, classroom observations and feedback.
- Significant staff professional learning has been delivered on differentiated instruction in mathematics, spelling and literacy.
- Rob Vingerhoets worked with staff on best practice mathematics teaching and differentiation; this is continuing.
- Students using Mathletics at school and at home with increased differentiation in classes. Mathletics data is analysed each year.

Key Improvement Strategy 2: Implement consistent practices in planning and assessment of/for learning

- School-wide proformas have been developed for the planning of literacy, numeracy and inquiry units.
- The assessment schedule was reviewed in 2013 and is revised annually with changes to the schedule being implemented over time.
- A whole-school process for the timely collection and analysis of student performance data in literacy and numeracy was developed and implemented.

Key Improvement Strategy 3: Develop links for meaningful home-school partnerships

- A series of workshops for parents on reading at home; have been developed and delivered.
- Consistent processes in reporting of student progress have been developed for written reports, portfolios, parent-teacher interviews and learning journeys.
- Extension opportunities for identified groups of students in mathematics for years 1–6, have been implemented with community involvement.
- Whole-school learning celebrations, such as the Literacy Festival, the Great Book Swap and Write Off, encouraged parent and carer involvement.

Key Improvement Strategy 4: Develop a process to deliver, analyse, reflect and act on constructive feedback on teaching practice at all levels, incorporating standards, professional pathways and professional discussions/learning

- There is a strong collaborative team culture in this school.
- Teachers are provided with written feedback linked to the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers by their team leader each semester.
- A targeted mentoring and coaching model has been implemented for staff, following the Quality Teacher Model (QTM) framework.
- Dedicated team planning days at the end of each term has enabled each team to develop consistent approaches to curriculum and assessment.
- The staff induction program involves regular meetings for new teachers on school operations and classroom strategies to assist them to understand school expectations.

Reflections

- There is a collective understanding of the improvement strategies to support writing, reading and mathematics and there is a concerted effort to embed them in classroom practice.
- There is continued work planned in the application of oral language tools and teaching strategies using PALLs.
- Targeted teaching of writing, utilising oral language and First Steps will need to be regularly revisited with staff.
- Multi-age classes have meant a shift in thinking in regard to differentiation.
- A significant investment in Rob Vingerhoets working with teachers has resulted in freedom from texts and doing high-level problem solving and differentiation.
- The school feels more work on formative assessment is an area for growth.
- Teachers are becoming aware of the value data play in targeting teaching and learning and assessing its effect. The school has identified the challenge for the future is to look at targeted data more consistently.
- The software, Grade Xpert, has been useful for the collection and some analysis of data. It is planned that new systems will provide a platform for improved data analysis.
- Learning Walks are being introduced as another means of providing feedback to staff.

Strategic Priority 2: Provide a diverse curriculum to meet the learning needs of all students

Performance measures and targets

Percentage of surveyed parents believes the school is delivering relevant and consistent practice of high quality curriculum: Results from Parent Satisfaction Surveys 2013–2016 indicate 74 percent to as high as 90 percent agreement.

Increased use of learning technologies at school being an integral part of learning and teaching: Results from parent satisfaction surveys 2013–2016 indicate 55 percent to as high as 80 per cent agreement.

Diverse needs are met through models of learning and teaching across the school, reflected in increased satisfaction of students and community of programs and curriculum: Results from parent satisfaction surveys 2013–2016 indicate 72 per cent to as high as 84 per cent agreement.

Achievements

Key Improvement Strategy 1: Develop capacity of staff to implement Australian Curriculum, including assessment against achievement standards

- Scope and sequence of curriculum in English, mathematics and inquiry units has been developed for each year level. A school-wide scope and sequence has not been developed.
- A two-year cycle of inquiry in history and geography has been completed across K–6.
- Linking units of work to other curriculum areas is occurring in science, technology, the arts, health and physical education.
- School reporting is aligned to Australian Curriculum achievement standards.

Key Improvement Strategy 2: Evaluate the effectiveness of the school’s curriculum to ensure it is relevant and current

- Gifted and talented programming policy has been reviewed resulting in the expansion of extension/challenge groups across the school. The screening and selection process has been refined.
- Staff self and team reflection occurs after each unit of work.
- Each term, team planning days are used to evaluate past units of work leading to an improvement agenda.

Key Improvement Strategy 3: Develop and implement an ICT plan involving infrastructure and pedagogy

- The school has identified the need to appoint an ICT coordinator.
- An ICT Futures Plan has been developed. Further work is required to articulate how ICT is embedded in teaching and learning.
- The school budget has dedicated funds for ICT and the renewal of devices.
- Laptop trolleys of Chromebooks and iPads are available for booking by classes.
- The use of interactive whiteboards (IWBs) and other technologies and applications has increased over the life of the school’s strategic plan.
- Teaching using IWBs and Chromebooks has been incorporated into daily teaching and learning programs.
- Significant staff professional learning workshops have occurred using both external presenters and peer coaching.
- Professional learning workshops have been conducted on IWBs, Britannica Online, OLIVER and mobile devices.

Key Improvement Strategy 4: Develop and implement a connected learning environment involving indoor and outdoor spaces

- Significant revitalisation of the playground has occurred, including line markings for learning activities.
- An outdoor chess set, soccer goals and new bikes have been purchased.
- A sensory play garden, sandpit, fairy garden and sensory path have been completed.
- There are continued improvements in sustainability involving student leadership. The Tomorrow Team has led to awards in energy use and recycling.
- The establishment of a parent partnership in the Garden Science Project has seen the revitalisation of the Environment Centre. This has enhanced teaching and learning opportunities, enabling curriculum units in sustainability across all year levels.
- A K–6 science program with a dedicated teacher has led to a continued focus on sustainability.

Reflections

- Lyneham and Downer preschools were assessed in 2015 against the National Quality Standard for early education. Downer Preschool was assessed as exceeding the National Quality Standard and Lyneham Preschool as meeting the standard.
- Over the life of the school plan, Lyneham Primary School has continued to modernise learning by bringing learning technologies into the classroom, with all stakeholder data affirming that students feel they are provided with an ICT-rich environment for learning (with 55 to 80 percent increase in satisfaction in three years).
- There has been significant work by teams to provide consistency in teaching and learning.
- The school will continue the work in building staff capacity to further examine the individual needs of students.

Evidence cited

- School Summative Evaluation Report 2017
- Annual Action Plans 2013–2017
- Annual School Board Reports 2013–2016
- NAPLAN data 2013–2016
- PIPS performance and growth data 2013–2016
- School Satisfaction Survey data 2013–2016
- National Quality Standard Report 2015
- school specific documents.

Section D: National tools self-evaluation results

National School Improvement Tool (NSIT)

DOMAIN 1: An explicit improvement agenda

- *The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels.*
- *The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.*
- *The principal and other school leaders articulate a shared commitment to improvement, but limited attention has been given to specifying detail or to developing a school-wide approach (e.g. plans for improvement may lack coherence, be short term or without a whole-school focus).*
- *The communication of performance data to the school community tends to be sporadic and/or is limited only to information that the school is required to report.*

Comments and findings

- The Strategic Plan 2013–2016 has two priorities. No targets or timelines were evident within the plan as they were not required by the Directorate when the plan was written.
- The 2017 Annual Action Plan has specific 12-month targets for the plan's first priority, based on system direction and school analysis. Priority two has targets that are related to school survey results.
- Staff have an understanding of the strategic agenda and were able to discuss data that supported that agenda. There is limited understanding of school-based targets or system targets.
- Parents have been informed of the strategic priorities but do not express a clear understanding of whole-school performance data. Parents have been invited to attend meetings focused on improvement strategies.
- Newsletters in 2017 demonstrate that senior students have been involved in relevant aspects of school planning.
- The school has used published research to inform reading, writing and mathematics improvement strategies.
- The school has analysed trend data in required areas to inform planning. Data were compared to ACT means and local Network schools but not against like-schools.

DOMAIN 2: Analysis and discussion of data

- *Time is set aside (e.g. on student-free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through*

meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.

- *School leaders pay close attention to data provided to them about the performance of the school (e.g. NAPLAN results; year 12 results) and identify areas in which the school is performing relatively poorly or well.*
- *An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.*
- *Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.*

Comments and findings

- The school has analysed data for: NAPLAN; PIPS; Progressive Achievement Tests in Mathematics (PAT Maths); PM (Progress with Meaning) Benchmark Reading Assessment; South Australian Spelling Test (SAST); Schedule for Early Number Assessment (SENA); and school surveys. Year level benchmarks have been set using PM Reading, SA Spelling test and SENA.
- The GradeXpert platform was implemented in 2014 for data storage but its ability to inform teaching is not evident. The school is awaiting the new school administrative system to be released to inform planning.
- Data is used variably at the classroom level to inform teaching. Staff are unable to provide evidence of the impact of their teaching strategies, especially in the priority areas.
- Some staff have expressed a need for more training in data analysis.
- The school has a data collection schedule.

DOMAIN 3: A culture that promotes learning

- *The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems, and behaviour management takes up very little, if any, time of school leaders and classroom teachers.*
- *Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.*
- *Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning.*
- *Staff morale is generally high.*
- *The school effectively implements its policies, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear*

expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful.

Comments and findings

- The school routinely conducts parent-teacher getting-to-know-you events in Term 1, twice-yearly formal reports, parent-teacher interviews and student-led learning journey conferences in Term 3. Parents also receive a term update on year activities and what they can do to assist learning. Parents expressed a wish to have more regular email correspondence. Parents cited some confusion around the new Directorate reporting template.
- Learning portfolios are assembled in each year level and are used to discuss student achievement.
- The review team note that staff, student and parent communications were welcoming, open, respectful and caring.
- Guidelines exist for written correspondence. Electronic communication guidelines are not evident.
- Behaviour management policy cites the Safe and Supportive School Framework 2016, and includes social and emotional learning, Circle Time, community circles, respectful relationships and merit awards. Teachers across the school have a uniform approach to managing behaviour, evidenced by consistent artefacts on walls.
- Rubrics and success criteria are used across the school. Teachers have expressed a need for support to write rubrics that incorporate higher order thinking.

DOMAIN 4: Targeted use of school resources

- *The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.*
- *The school has developed processes (e.g. systematic testing and assessment) for identifying student learning needs, although there may not always be good school records of student achievement and progress.*
- *Programs to meet individual learning needs (e.g. programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, refugees) are prioritised, where possible, in the school budget.*
- *Physical learning spaces are used creatively and technology is accessible to the majority of staff and students.*

Comments and findings

- Two EAL/D teachers were employed in 2016 to meet student needs.
- Extension mathematics withdrawal groups have been scheduled years 1–6.
- Rostrum, ICAS and Australian Mathematics Trust Challenges are supported by the school.
- The school budget is targeted to meeting staff and student needs.

- A case conferencing approach was initiated in late 2016 to identify and attend to individual student needs within teams.
- Special needs meetings, led by the Deputy Principal, are held once a week to meet the needs of students requiring intervention. This includes gifted students.
- A NAIDOC (National Aborigines and Islanders Day Observance Committee) assembly, a National Reconciliation Week assembly and Harmony Day are celebrated routinely.
- Individual Learning Plans (ILPs), Individual Support Plans (ISPs) and Personalised Learning Plans (PLPs) are in place for identified students.
- Work is in progress to improve outside learning spaces and opportunities.
- Literacy support is provided twice a week in most classes. Professional learning on literacy support strategies is also provided to staff.
- Team leaders are programmed into classes to support teachers.

DOMAIN 5: An expert teaching team

- *There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.*
- *The school provides opportunities for teachers to take on leadership roles outside the classroom.*
- *Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.*
- *The school is implementing a formal process for conducting professional discussions with staff.*
- *The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.*

Comments and findings

- While there is no stand-alone plan for professional learning (strategies, resourcing, targets and timelines), the strategic plan lists key improvement strategies and performance indicators in this area.
- There is a schedule for professional learning that utilises external and internal expertise.
- Learning Walks were initiated in 2016 for peer observation in print-rich classrooms and writing. This is developing further in teams during 2017. While teams have changed due to staff movements, evidence suggests they are developing into effective agents for school improvement. Structures for mentoring and coaching are not fully developed at this stage.
- Professional Pathways has been implemented and the review panel sighted examples of professional development plans. The Quality Teaching Model (QTM) is being implemented and is providing a consistent language for staff.
- The executive team roles are aware of their roles as instructional leaders.

- New teachers to the school report that the induction process is very effective. The process involves regular ongoing briefings on school operations and classroom strategies.
- All staff have a leadership role within one or more committees. There is little evidence of the coordination in the harnessing of individual staff strengths.
- The executive team are providing modelling and support in the classrooms.

DOMAIN 6: Systematic curriculum delivery

- *The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers. The curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.*
- *The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.*
- *School leaders talk about embedding fundamental cross-curricular skills such as literacy and numeracy within all subjects, but there is little evidence that school-wide strategies are in place to drive a consistent approach.*

Comments and findings

- A whole-school curriculum plan that brings coherence to the curriculum offerings of the school has not yet been developed.
- Scope and sequence plans have been established in each team in English and Mathematics.
- Science has a scope and sequence from K–6 and its classroom learning activities clearly connect with other curriculum areas.
- Planning days for each team, at the end of each term, have enabled each team to begin to develop consistent approaches to teaching and assessment.
- While the digital technologies planning is at a formative stage, strategies are in place to raise student information and communication technology (ICT) skills across the school. Analysis of the impact of those strategies is ongoing. Students are learning coding, and there is an intention to incorporate robotics and multimedia. The STEM (Science, Technology, Engineering and Mathematics) initiative is in a formative stage.
- The curriculum is aligned to the Australian Curriculum although embedding cross-curricular capabilities and priorities is still to be elaborated across the school.
- Moderation processes are in place.

DOMAIN 7: Differentiated teaching and learning

- *Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.*
- *School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs.*
- *Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide expectation.*
- *Some use is made of differentiated teaching (e.g. differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support.*
- *Regular assessments of student learning are undertaken, but these often are summative and disconnected (e.g. relating to different topics) rather than exploring long-term progress in students' knowledge, skills and understandings over time.*

Comments and findings

- There is evidence that in the P–2 years, individual needs are being catered for. The emergence of rubrics in years 3–6 allows for multi-levelled tasks and assessment. The rubrics do not yet clearly outline the levels of complexity required to assess individual student achievement across all these levels of achievement.
- The Numeracy Committee has developed rich tasks in mathematics and these have been trialled in years 3/4 in 2016 and expanded to years 5/6 in 2017.
- Recent professional learning has presented alternative strategies for grouping according to current level of achievement.
- EAL/D teachers are used to support students in the classroom who have specific second language acquisition needs.
- A literacy support teacher is available to support students identified with low reading levels.
- Student reports document achievement and suggest opportunities for improvement to parents.
- Teachers have expressed a need for further professional learning to support further differentiation in the design of teaching and the management of their classrooms.
- Enrichment through emaths online resources are used to provide differentiation in maths. Mathletics is used as a vehicle for enrichment.
- A mathematics extension group identifies students who are offered extension activities outside the classroom. The gifted and talented teacher shares resources for use by students whose achievement falls just below the cut off for the extension program above.
- The Gifted and Talented Students Policy 2014 was sighted.
- An inquiry unit is part of the curriculum in the years 3–6 with a focus on developing rich multi-level tasks around history, civics and citizenship and other related Key Learning Areas (KLAs). This work is still developing.

- While there is some pre- and post-testing, there is not widespread tracking and analysis of student progression over time.

DOMAIN 8: Effective pedagogical practices

- *School leaders are committed to continuous improvement in teaching practices throughout the school, and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school.*
- *There is a particular focus on improved teaching methods in reading, writing and mathematics, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.*
- *There is some clarity about what students are expected to learn.*

Comments and findings

- There is a collective understanding of improvement strategies to support writing, reading and mathematics. These strategies are relatively new and are yet to be embedded in classroom practice across the school.
- A pedagogical framework outlining agreed whole-school evidenced-based, high-impact practices has not been developed. Embedding these agreed strategies is yet to be directly linked to the professional learning plan.
- Strategies for the application of First Steps into the classroom have been implemented across the school.
- PALLs strategies have been used by the school for two years.
- There is clear evidence that teachers are evaluating practice and incorporating new practices as they arise.

DOMAIN 9: School-community partnerships

- *The school has external 'partnerships', but rather than being built around a coherent, jointly planned program of activities to improve outcomes for students, these partnerships tend to be mutually convenient arrangements (e.g. exchanges of expertise or the sharing of facilities between institutions or organisations). Such partnerships often are established by individual members of staff and have limited whole-school support or engagement.*
- *The student needs that partnerships are designed to address may not be made explicit. Rather than being carefully planned, individual partnerships tend to be opportunistic in nature. Communications between partners are largely unplanned and infrequent.*
- *No plans exist to systematically review the effectiveness of partnerships, which typically are very dependent on the efforts of a small number of individuals and so have limited sustainability.*

Comments and findings

- During 2016, an estimated 7500 hours of service was provided by volunteers.
- Partnerships have been developed with the Commonwealth Scientific and Industrial Research Organisation (CSIRO) and the ACT Astronomy Association for the teaching of Science
- Parent participation in Kindergarten and year 1 classes has increased.
- The Young Women’s Christian Association (YWCA) deliver before- and after-school care. The Red Cross organises a breakfast club two days a week.
- The ACT Academy of Music, Bell Chambers and Olga Haydon provide music tuition.
- Parent and community volunteers are welcomed into the classroom and provide a variety of student-focused activities.
- The Parents and Citizens (P&C) coordination of school activities is strong.
- Close to 100 percent of parents attend parent–teacher interviews.

National Safe Schools Framework: School Audit Tool

In 2016, Lyneham Primary School completed a comprehensive formal reflection of the school's practices using the National Safe Schools Audit Tool and mapped where they saw the schools current practice. This was reviewed in 2017. In all areas, all statements rated as mostly or definitely true.

From the audit tool results, three key improvement priorities have been identified by the school for the future. They are to:

- improve the staff perception data that parents and carers feel connected to the school
- improve the staff perception data that the school has a focus on staff wellbeing
- improve the staff perception data that a safe school and/or student wellbeing committee operates.

Section E: Affirmations, commendations and recommendations

Affirmations

The External Review Panel offers the following affirmations for Lyneham Primary School.

1. There is a collective understanding of the improvement strategies to support writing, reading and mathematics. While these strategies are relatively new, there is a concerted effort to embed them into classroom practice.
2. Professional learning has started in data analysis. Teachers are becoming more aware of the value that data play in targeted teaching, learning and assessment. Teachers are looking forward to improved data analysis opportunities.
3. A case conferencing approach was initiated in late 2016 to identify and attend to individual student needs within teams. This is supported by weekly student achievement meetings that have broadened their scope to include the curriculum needs of students.
4. While teams within the school have changed of late, there is a positive view across the school that teams are effective change agents for school improvement.
5. Inquiry units and rich tasks in mathematics are beginning to provide students with a more student-centred, authentic, cross-curricular approach to their learning.

Commendations

Lyneham Primary School is commended for the following.

1. Staff, student and parent communications are welcoming, open, respectful and caring.
2. The induction process is effective. The process involves regular new teacher meetings on school operations and classroom strategies and assists new teachers with all aspects of the school.
3. Planning days for each team, at the end of each term, have enabled teams to develop consistent approaches to curriculum and assessment.

Recommendations

The External Review Panel recommends Lyneham Primary School pays attention to the following opportunities for school improvement during the next planning cycle.

1. Agree on and set explicit and clear school-wide targets for improvement that continue to be communicated to the school community, including parents and families, teachers and students, with accompanying timelines. The targets should be based on a shared, evidence-based understanding of what the priority learning focus should be at the school.
2. Develop a clearly documented whole-school plan for curriculum delivery, which includes how general capabilities and cross-curriculum priorities can be incorporated into the curriculum areas. The plan makes explicit what, why and when teachers should teach and students should learn.
3. Engage staff in the development of a pedagogical framework that outlines the agreed, evidenced-based practices to be the focus of whole-school implementation. The framework should reflect the vision, beliefs and values created by the school

community in recent years.

Align the pedagogical framework to the professional learning plan of the school and include structures for coaching and mentoring as and when appropriate.

Section F: Record of school review process

The following people were members of the External Review Panel for Lyneham Primary School conducted on 25–27 July 2017.

Name: Ron Bamford External Review Panel – Chair

Name: Gai Beecher External Review Panel – Principal Member
Amaroo School

I, Ron Bamford, as External Review Panel Chair endorse that this is a true and accurate record of the findings from the External School Review process.

Signature: 

Date: 12/10/2017

I, Annamaria Zuffo, as Principal of Lyneham Primary School accept this Review Report on behalf of the school community.

Signature: 

Date: 12/10/2017