Review details
A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia’s children and young people.

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

The overarching review question is “How well does this school improve student achievement, growth, challenge, engagement and equity?”

This External School Review has evaluated:
- the school’s self-review processes and findings,
- the school’s achievement data and progress over time,
- the outcomes of the meetings and interviews with representatives from the school, and
- parent and student views about the school.

The External School Review included an analysis of the school’s key policies and procedures.

The support and cooperation provided by the staff and school community is acknowledged.

This External School Review was conducted by Tony Sullivan, Review Officer, Review, Improvement and Accountability and Lee Sansom, Review Principal.
Policy compliance
The External School Review process includes verification by the Principal that key DECD policies are implemented and adhered to.

The Principal of Ingle Farm Primary School has verified that the school is working towards being compliant in all applicable DECD policies. The Principal advised action is being taken to comply with the following DECD policy:

- **Part 1 Governance Items 2 to 4: **The Principal has described the actions to be taken to collaboratively develop the Site Improvement Plan, engage in annual self-review and report to the school community by the end of 2015.
- **Part 2 Teaching and Learning Item 5: **All teachers trained in the delivery of the Child Protection Curriculum deliver this annually. Those who are not trained are supported by members of the leadership team. Teachers will be trained in the new curriculum in 2016 and a school overview of the teaching of the Child Protection Curriculum developed.
- **Part 3 School Organisation Items 3 and 5: **the Principal will implement a School Discipline Policy, and Camps and Excursions Policy by the end of 2015.
- **Part 4 HR Management Item 4: **the Principal will implement a Site Induction Policy before the end of 2015.
- **Part 5 Safety Item 3: **The Principal will ensure that all employees, volunteers and other persons designated by legislation or DECD policy have been screened to work or volunteer with children and young people. The Principal has verified that the school is compliant with this policy but is working through this issue as it relates to the onsite Family Zone.

Implementation of the **DECD Student Attendance Policy** was checked specifically against a documented set of criteria. The school has implemented comprehensive tracking and intervention processes, and was found to be compliant with this policy. In 2014, the school reported attendance of 88.7%, which is below the DECD target of 93%. The Principal reported that attendance is impacted by EALD mainstream families being exempted to undertake travel to their country of origin.

School context
Ingle Farm Primary School is located in the northern suburbs of Adelaide and has an enrolment of approximately 392 students, catering for students from Reception to Year 7. The enrolment has been relatively stable over the past 5 years. The school has an ICSEA score of 968, and is classified as Category 2 on the DECD Index of Educational Disadvantage.

The school population includes 14% (53) Students with a Disability, 6% (24) Aboriginal students, 0.5% (2) students under the Guardianship of the Minister, approximately 70% (253) students are recognised as English as a Second Language or Dialect learners (EALD) and approximately 60% are eligible for School Card assistance. There are currently six (6) IELC classes operating in the school. The school has a Children's Centre and Family Zone located on the site providing a range of services for school families and the wider community.

The leadership consists of the Principal, three (3) Heads of School, Teaching and Learning Coordinator and Student Services Coordinator. The Principal is in her second year of appointment to the school.
Lines of inquiry
During the review process, the panel focused on three key areas from the External School Review Framework:

Student Learning: How well are students achieving over time?
Effective Teaching: How effectively are teachers supporting students in their learning?
Effective Leadership: How effectively does the school leadership foster a culture of learning?

How well are students achieving over time?

In the early years, reading achievement is monitored against Running Records. An analysis of reading achievement (based on Running Records) through Years 1 and 2, from 2011 to 2013, indicates that an average of 21% of Year 1 students achieved the expected DECD Standard of Educational Achievement (SEA), and at Year 2, 29% achieved the SEA. In 2013, 41% of Year 1 and 35% of Year 2 students achieved the SEA or above. The Principal reported that the 2014 data was collected and entered but this did not appear in the External School Review Report. The 2014 school-based data provided by the Principal indicates improving Reception student growth to Level 8, or above, of Running Records, from the start of the year (4% of students) to the end of the year (52% of students). Similarly, the Year 1 growth to Level 16, or above, increased from 2% at the start of the year to 60% at the end of 2014. Year 2 growth to Level 26, or above, moved from 12% at the start of the year to 22% at the end of 2014.

The reading achievement over the last seven years (as measured by NAPLAN), shows an average of 58% of Year 3, 45% of Year 5, and, 42% of Year 7 students at, or above, the SEA. In 2014, the reading results indicate that 53% of Year 3 students, 37% of Year 5 students and 26% of Year 7 students achieved the SEA. The Year 3 result has trended downwards from 73% at SEA in 2012 to 53% in 2014. The Year 7 result has trended downwards from 52% at SEA in 2012 to 26% in 2014.

In relation to the percentage of students who achieved in the higher reading bands (as measured by NAPLAN) over the last 7 years, there was, on average, 18% at Year 3, 6% at Year 5 and 8% at Year 7 in the top two bands. For those students (average = 4), who achieved in the top two bands in reading at Year 3 from 2008 onwards, only 2 of the tracked students remain in the upper two bands through to Year 7.

The numeracy achievement over the last seven years (as measured by NAPLAN), shows an average of 57% of Year 3, 39% of Year 5, and, 38% of Year 7 students at, or above, the SEA. In 2014, the numeracy results indicate that 34% of Year 3 students, 37% of Year 5 students and 14% of Year 7 students achieved the SEA. The Year 3 achievement at SEA has trended downwards from 69% in 2012 to 34% in 2014. The Year 7 result has trended downwards over the same period of time from 45% at SEA in 2012 to 14% at SEA in 2014.

In relation to the percentage of students, who achieved in the higher numeracy bands (as measured by NAPLAN) over the last seven years, there was, on average, 7% at Year 3, 5% at Year 5 and 5% at Year 7. For those students (average = 3) who achieved in the top two bands in numeracy at Year 3 from 2008 onwards, only 1 of the tracked students remain in the upper two bands through to Year 7.

The 2014 Annual Report from the school indicates that Reading and Numeracy upper level growth of students tracked from Year 3 to 5 (as measured by NAPLAN) showed 17% and 14% respectively, which is lower than the expected level of 25%. The Reading and Numeracy growth from Year 5 to 7 tracked students (as measured by NAPLAN) shows a mixed result with 43% achieving upper level growth in Reading which is higher than the expected level of 25%, and 7% achieving upper level growth in Numeracy, which is lower than expected.

The challenge for the school is to get higher percentages of students in the upper two bands for reading and numeracy and retain them at these higher levels as they progress through school. Of note, is that the school has a high proportion of Year 7 students (approximately 50% in 2014) who were absent or withdrawn from the NAPLAN tests, which influences the school's performance, as they are regarded as not meeting the SEA.
Direction 1
improve student reading and numeracy achievement through the consistent implementation of agreed evidence-based teaching practices aligned to TIFL and DECD Results Plus.

The Principal's presentation cited a positive outlook to the timing of the review and the relevance of the directions that emerge in terms of providing the school with 'next steps' for its improvement effort. The Principal described a significant change agenda over the past 18 months. This current change agenda emerged from what the Principal described as "many challenges as a result of high levels of change at the school over five (5) years."

As a result of the above data and the Principal's presentation, the Review Panel pursued the following lines of inquiry.

How effectively does the school leadership foster a culture of learning?

The school has experienced a number of leadership changes over the past four years with a resulting impact on continuity and stability in school operational policy, structures and processes. The school motto of 'Celebrating Learning, Working Together and Valuing Difference', was acknowledged by students and staff as an important reference point for the school's improvement agenda.

The change agenda introduced and implemented by the Principal and leadership team over the past eighteen (18) months has been comprehensive and broad-ranging. The Principal acknowledged that the preceding changes in school leadership and the change agenda contributed for some staff to "a feeling of change fatigue."

There was verified evidence from staff related to the breadth and pace of the change agenda. There was evidence presented that staff felt the change agenda was 'too much, too quick'. Coupled with this substantial change agenda, there was evidence that the directions were not clearly understood by the staff. As a consequence, there was not a unified level of ownership developed across the whole staff towards the changes being sought by the school leadership.

The Principal, leadership team and Governing Council members perceived that the culture associated with the dimensions of change had improved over time. An organisational change that was verified as a productive element by staff was the implementation of Professional Learning Communities of staff, with direct links to the leadership structure through the Heads of School. This followed a school structural change to locate the Intensive English Learning Centre (IELC) and year levels teams in closer proximity. There was verification from staff that this was an effective change that positively influenced staff teaming, sharing and professional learning. Staff also commented positively about having a Head of School aligned to each team as a 'go-to person'.

The Principal confirmed that the 'Data Dashboard' in the External School Review Report 'was accurate' with respect to student learning. The Principal rightly believed that the downturn in data warranted urgent action. However, in hindsight, early investment was needed in understanding the school culture, developing relationships and building the vision with staff to ensure authentic commitment to school improvement and, ultimately, positive learning outcomes for students.

There was evidence from staff that there was a focus on systems, structures and expectations in school operations, with some citing limited consultation, understanding and agreement - no matter the worthiness of the changes or positive intent behind them. There was evidence that some staff felt the change processes were neither clear nor transparent, resulting in a loss of trust whilst others acknowledged change as a 'dynamic process that is part of the profession' and liked the concept of having clear direction, or a 'road map' for change. These divergent views expressed by staff about the vision and directions of the school need to be surfaced, discussed and understood. Importantly, clarity about the vision, and the actions to realise this vision, need to be co-constructed with staff so that the varied needs of all students are met in a consistent, coherent and connected way.
It is incumbent upon all staff to engage with information communicated ‘without fear or favour’, using the formal communication and decision-making processes established across the school. Clear protocols and processes to facilitate professional discussion, understanding, decision-making, implementation, monitoring and review involving all stakeholders will better serve the change process.

As a result of the disparate views described above, a focus on developing a collaborative school culture is required.

Direction 2
Develop deeper understanding and broader ownership for the vision and strategic directions of the school with all key stakeholders, through the development of a collaborative school culture.

How effectively are teachers supporting students in their learning?

Expectations for planning and programming for student learning across the school, linked to the Australian Curriculum, were evident. Documented evidence and staff comment verified progress made with the quality of teaching and learning programs. The school has developed draft whole-school agreements about consistent approaches to the teaching of literacy and numeracy.

Pupil Free days were used to support staff in understanding and implementing the Australian Curriculum and the Standards of Educational Achievement expected. Evidence was presented that some professional learning has focused on the design of learning, assessment and moderation of student work. Documented evidence of curriculum folders for teacher use was provided to the Review Panel.

The Australian Professional Standards for Teachers are used to guide performance, feedback and areas for professional growth for individual staff. This was evidenced in documented Professional Learning Plans and completed feedback templates to teaching staff. There was some verified reference to the SA pedagogical framework, ‘Teaching for Effective Learning’ (TfEL) in the SIP. The Principal had confirmed that: “Not a lot of work has been done on TfEL.” The school has started working with Domain 1 of TfEL; in particular, aspects from this domain that were verified included participation in professional learning communities and learning design. Staff commented on the need to have professional learning mapped out over time with an opportunity to build on to curriculum knowledge and evidence-based teaching practices.

Performance and development for staff is closely linked with the structure of the PLC teams. Templates and case studies have been developed to support this aspect of professional work. Heads of Schools undertake line management responsibilities with informal and formal observations undertaken in classes and feedback provided. Students commented about Heads of School coming into classes to observe teachers at work. Some teachers commented positively about the modelling and coaching that happens with such aspects as class ‘warm-ups’, literacy levelling and grammar. Staff in the early years commented positively about the opportunities provided through observation, feedback and reflection.

Teachers were provided with a curriculum scope and sequence for the English and Mathematics curriculum to assist the programming, planning and implementation of sequenced learning across the school. Teaching staff, particularly early career teachers, commented on the usefulness of this resource to assist them in planning coverage of content. The Principal described its introduction to teaching staff as invitational – a professional resource to be used.

A focus on a model of explicit teaching was introduced across the school from 2014 with professional learning and support provided to ‘early adopters’. The Principal, leadership team and some staff commented that this teaching practice was a natural extension from explicit practice used in the ESLC. Other staff commented on the implementation of the explicit teaching model and their limited understanding about its relationship to TfEL as the pedagogical framework in SA.

The school change process adopted did not engage all staff in fully understanding the purpose and philosophical intent underpinning the model of explicit teaching in relation to improving student learning.
across all year levels. A whole-school approach to the provision of a coherent and connected curriculum, delivered through consistent evidence-based teaching processes, will best serve the students at Ingle Farm Primary School.

**Direction 3**

Build the capacity of all staff to deliver and support a challenging and engaging learning program by engaging all staff in personalised professional learning mapped out over time.

Parents commented positively about access to internal and external interventions for students with disabilities through a Negotiated Education Plan. They appreciated the follow-up provided by the Coordinator, Heads of School and teachers. Parents commented positively about differentiated approaches used with phonics, reading levels, Mini Lit, writing levels, Guided Reading and word lists used in learning programs across the school.

Student learning data is collected and used to inform class programming. A schedule for collection and analysis of data has been established and verified. Teachers reported using this data to ‘plan for where the gaps are.’ Evidence was presented of goal-setting with students, particularly in reading and writing. Results and progress through assessments are shared with students and recorded in ‘grade books’ and then uploaded digitally for class/school analysis. It was verified that this data is analysed every ten weeks to monitor progress.

The Teaching and Learning Coordinator has focused on Maths learning and what needs to be explicitly taught using the data as a guide to inform class programming. Observations in some classrooms verified evidence of numeracy concepts being embedded to a level of automaticity. Students in the upper primary commented about the use of textbooks in learning maths. When asked what they do if they get stuck, the students replied: “The teacher will explain it to you and help when you get stuck.”

Some teachers are explicitly presenting the learning intentions for some lessons/units of work, for example, in Literacy and Numeracy, and other staff are building connections to student interests and real-life experiences through an inquiry approach in History. The Year 5 and 6 teaching team commented about team planning to differentiate for students using a ‘streaming’ approach, sharing ideas and resources and establishing common literacy tasks that were moderated together.

The Review Panel discussed the adequacy of these approaches to fully engage students and agreed that expanded teaching practices that make learning clearer should be explored.

**Direction 4**

Expand the opportunities for engagement and challenge for all students by differentiating the learning through the use of learning intentions and success criteria consistently across the school.
OUTCOMES OF EXTERNAL SCHOOL REVIEW 2015

Ingle Farm Primary School is experiencing challenges in a number of areas. Achievement and growth of student learning is less than expected and is reflected in a downward trend in Years 3 and 7 reading and numeracy achievement over the last three years (as measured by NAPLAN against the SEA). The ratio of students achieving in the higher bands of learning is lower than expected in reading and numeracy. There has been limited success in developing an agreed whole-school approach to curriculum and pedagogical initiatives that sustain a collaborative culture of improvement. There are a number of non-compliance issues identified that require addressing forthwith.

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

1. Improve student reading and numeracy achievement through the consistent implementation of agreed evidence-based teaching practices aligned to TIEL and DECD Results Plus.

2. Develop deeper understanding and broader ownership for the vision and strategic directions of the school with all key stakeholders, through the development of a collaborative school culture.

3. Build the capacity of all staff to deliver and support a challenging and engaging learning program by engaging all staff in personalised professional learning mapped out over time.

4. Expand the opportunities for engagement and challenge for all students by differentiating the learning through the use of learning intentions and success criteria consistently across the school.

Based on the school’s current performance, Ingle Farm Primary School will be externally reviewed again in 2017.

Tony Lunniss  
DIRECTOR  
REVIEW, IMPROVEMENT AND ACCOUNTABILITY

Anne Millard  
EXECUTIVE DIRECTOR  
SCHOOL AND PRESCHOOL IMPROVEMENT

The school will provide an Implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school’s Annual Report.

Bek Pressler  
PRINCIPAL  
INGLE FARM PRIMARY SCHOOL

Governing Council Chairperson