

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Ingle Farm Primary School

Conducted in August 2019



Government of South Australia
Department for Education

Review details

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

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

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

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

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

This review was conducted by Tanya Oshinsky, Review Officer of the department's Review, Improvement and Accountability directorate and Dan Pearce, 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:
 - Aboriginal Education Team
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Ingle Farm Primary School caters for children from reception to year 7. It is situated 14kms from the Adelaide CBD. Enrolments have increased over the last 5 years and in 2019 there are 476 students. The enrolment at the time of the previous review was 392.

The school has an ICSEA score of 939 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 8% Aboriginal students, 11% students with disabilities, 77% students with English as an additional language or dialect (EALD) background, 5 children/young people in care and 60% of families eligible for School Card assistance. There are 9 Intensive English Language Classes (IELCs) and 2 special classes, as well as mainstream classes onsite.

The school leadership team consists of a principal in the 4th year of their tenure, a deputy principal, 2 assistant principals and 2 coordinators.

The previous ESR directions were:

- Direction 1** Improve student reading and numeracy achievement through the consistent implementation of agreed evidence-based teaching practices aligned to TfEL and DECD Results Plus.
- 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.
- 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.
- Direction 4** Strengthen pedagogical practices, and the design of learning experiences and tasks, to support and facilitate the learning progress and engagement of all students.

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

There is strong evidence of dedicated attention to the previous directions at Ingle Farm Primary School, with Results Plus professional learning providing a foundation, particularly around data. Significant changes to leadership and teaching staff over time has challenged the consistent implementation of agreed practices. Building congruence of effective teaching practices reception to year 7 continues to be on the agenda for leaders.

Strategic processes have included realigning leadership roles to school priorities, re-establishing Professional Learning Communities (PLCs) and targeted professional learning. This has provided greater clarity for staff as to the directions of the school and further built the capacity of staff in delivering expectations. Increased connectivity between mainstream, special classes and Intensive English Language Classes, as well as across other services located onsite, has fostered a collaborative and supportive learning environment for all stakeholders.

Tracking and monitoring of student achievement that informs intervention, classroom programs and student goals has improved over time and related systematic expectations and procedures have been developed and documented. Leaders and staff are aware that work against the directions and

consistency in agreed teaching practices still requires further development and consolidation. The panel found staff are dedicated professionals actively engaged in the school improvement journey.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

Clear analysis of data informs the goals of the Site Improvement Plan (SIP). Staff, parents and students identified to the panel that reading has been the major focus in 2019. The principal stated that there has been intentional focus on increasing the number of students achieving the Department for Education Standard of Educational Achievement (SEA), with the next step being increasing the number of students achieving in the higher bands.

Performance and development processes, PLCs and staff meetings are aligned to the SIP. Further building of staff capacity has been through teacher observations, videoing teacher practice, providing constructive feedback and encouraging staff to share good practice at staff meetings. PLCs are highly valued by staff as opportunities for collegial discussion, to share practice and resources. From conversations, the panel identified that PLC practices will need to be sharpened to ensure rigorous conversations challenge and review actions for refined practice in achieving best outcomes.

Developing whole school agreements have commenced with literacy. The literacy agreement has evolved into a large document that scaffolds teaching practices and unpacks specific components of literacy. It was evident to the panel that teachers are implementing these agreements in their practice. Embedding and integrating these elements as part of rich learning experiences is paramount.

The panel viewed evidence of partnership expectations in tracking and monitoring progress against the SIP, as well as documented self-review processes expected of teachers to complement the established data schedule. Teachers stated that they regularly collect and review data and reflect on the achievement of their students. Some teachers expressed a feeling that data collection was excessive, however, they acknowledged that each dataset informs practice. A student review team meets regularly to discuss the needs of referred students, recommending next steps for classroom practice or targeted support. The next step in strengthening self-review processes is for staff to take greater ownership in evaluating the impact of their teaching on student outcomes through a deeper understanding of the SIP.

Direction 1 Build staff understanding, ownership and accountability of the SIP by deepening teachers' skills and knowledge in implementing agreed practices, and monitoring the impact of those programs and strategies on student outcomes.

EFFECTIVE TEACHING AND STUDENT LEARNING

How effectively are teachers using evidence-based pedagogical practices that engage and challenge all learners?

Classrooms at Ingle Farm Primary School are positive and engaging environments that provide visible learning scaffolds to support learning. Although in various degrees of implementation, many classrooms display high yield strategies such as Learning Intentions (LI), Success Criteria (SC), goal setting and growth mindset. Some students who knew the language of LI and SC could describe how these supported them to be successful, while most students said they were clearer about what they were learning and why. Most students knew they had goals and could tell the panel what they were. Goals were generally broad and not regularly monitored or reviewed. Pockets of stronger practice were observed by the panel, where more explicit LI, SC and goals, directly informed the learning. Continuing work is embedding these practices consistently in all learning from reception to year 7 and strengthening student autonomy by differentiating them for individualised learning.

Through the partnership focus in developing students as 'Balanced Readers', teachers had the opportunity to observe Guided Reading in practice. Teachers described this as significant in equipping them with the skills and knowledge to effectively implement guided reading into their classroom practice. The reception to year 7 'text type continuum' was another example in clarifying their work and supporting new staff to apply expectations of the school. There is a clear message here that explicitly unpacking and deepening staff understanding of each action within the SIP will significantly foster congruence and consistency of these practices. Staff spoke highly of coaching and support provided by the assistant principal and the teaching learning coordinator to implement effective practice.

The school is well placed to strengthen the teaching and learning cycle of rich learning design, assessment and review, with regular opportunities for moderation. Moderation that not only identifies consistency in grading but also evaluates whether tasks provide students with opportunity to demonstrate higher levels of learning, is essential to designing learning that continuously stretches students. The panel found that teachers mostly pitch learning to middle range learners and then adapt tasks up or down, according to student need. Revisiting task design that incorporate LI and SC, will promote meaningful and deep learning.

Direction 2 **Increase stretch and challenge for all students by strengthening pedagogical practices through task design, that incorporates the literacy agreement and integrates Learning Intentions and Success Criteria, to differentiate the learning.**

EFFECTIVE TEACHING AND STUDENT LEARNING

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

It was apparent to the panel that there has been significant growth in collecting, analysing and using data for informing the improvement journey of the school and broad teacher practice within the classroom. Summative data is collected in a central database, and is easily accessible to all staff. An assistant principal in 'Data for Learning' has been a strategic leadership position, significantly supporting staff in their understanding and monitoring of student progress. Staff have data folders, keep student work samples of students and discuss student achievement during PLC meetings to target individual support. IELC and special classes provide explicit teaching and differentiation for student learning as part of daily practice. Co-locating these classes with mainstream has provided increased opportunity for shared practice.

Teachers provided many examples of how they use formative assessment tools to gauge the learning and are focussed on providing constructive feedback this year. Formative assessment and feedback continues to be an area for further development. Many of the examples provided took place after the learning in the form of reflections. Students told the panel that they knew how to improve their work when teachers provided feedback during the lesson that made them think.

The panel heard from some teachers that they are sharing data with students including pre and post-tests, standardised tests and unpacking the 'Balanced Reader' poster. Teachers found this supported students to take more ownership for their individual goals. Students said they knew they had improved from test results, going up in reader level, changing their class group or because the teacher tells them. Improved use of formative assessment practices will enable teachers to differentiate, scaffold learning and provide timely constructive feedback. This paired with regularly sharing assessment with students, are areas for refinement that would greatly enhance students' ability to self-assess their learning, set explicit goals and monitor their own progress.

Direction 3 Develop student agency by regularly sharing assessment with students and embedding timely formative assessment and feedback practices that enable students to benchmark their learning and become self-drivers in their own improvement.

Outcomes of the External School Review 2019

Staff at Ingle Farm Primary School are dedicated and hardworking professionals who genuinely strive to implement the expectations of the school. Staff are collegial and collaborative, wanting the best for their students, which results in a strong culture of learning across the school. Leaders provide clear strategic direction, planning and targeted interventions which continue to be evidence-based. Active, focussed support from leaders in mentoring and coaching teachers for improved classroom practice aligned to the priorities is a strength of the school. As an integrated site of mainstream and specialised classes, the school has opportunity for shared practice. Nurturing the expertise within the school to support the improvement agenda, places the school well for the work ahead.

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

- Direction 1 Build staff understanding, ownership and accountability of the SIP by deepening teachers' skills and knowledge in implementing agreed practices, and monitoring the impact of those programs and strategies on student outcomes.
- Direction 2 Increase stretch and challenge for all students by strengthening pedagogical practices through task design, that incorporates the literacy agreement and integrates Learning Intentions and Success Criteria, to differentiate the learning.
- Direction 3 Develop student agency by regularly sharing assessment with students and embedding timely formative assessment and feedback practices that enable students to benchmark their learning and become self-drivers in their own improvement.

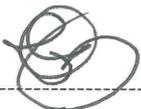
Based on the school's current performance, Ingle Farm Primary School will be externally reviewed again in 2022.



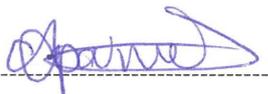
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INGLE FARM PRIMARY SCHOOL



GOVERNING COUNCIL CHAIRPERSON

Appendix 1

School performance overview

The External School Review process includes an analysis of school performance as measured against the Department for Education Standard of Educational Achievement (SEA).

Reading

In the early years, reading progress is monitored against Running Records. In 2018, 45% of year 1 and 46% of year 2 students demonstrated the expected achievement against the SEA. This result represents little or no change for year 1, and an improvement for year 2 from the historic baseline average.

Between 2016 and 2018, the trend for year 2 has been upwards, from 0% to 46%.

In 2019, the reading results, as measured by NAPLAN, indicate that 70% of year 3 students, 54% of year 5 students and 59% of year 7 students demonstrated the expected achievement against the SEA. For years 3 and 5 this result represents little or no change and for year 7 this represents an improvement from the historic baseline average.

Between 2017 and 2019, the trend for year 5 has been downwards, from 70% to 54%.

For 2019, year 3 NAPLAN reading, the school is achieving within, and for years 5 and 7, is achieving lower than the results of similar students across government schools.

In 2019, 28% of year 3, 10% of year 5 and 13% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents little or no change from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 50%, or 4 out of 8 students from year 3 remain in the upper bands at year 5, and 50%, or 4 out of 8 students from year 3 remain in the upper bands at year 7.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 67% of year 3 students, 54% of year 5 students and 75% of year 7 students demonstrated the expected achievement against the SEA. For year 3, 5 and 7, this result represents an improvement from the historic baseline average.

For 2019, year 3 and 7 NAPLAN numeracy, the school is achieving within and for year 5, is achieving lower than the results of similar groups of students across government schools.

In 2019, 15% of year 3, 2% of year 5 and 9% of year 7 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents an improvement from the historic baseline average.

For those students in 2019 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, and 50%, or 1 out of 2 students from year 3 remain in the upper bands at year 7.