

External School Review

Ingle Farm Primary School

Across our education system, we seek growth for every student, in every class, and in every school. The external school review value-adds and supports schools to raise student achievement and sustain high performance by providing an expert external perspective on school performance by verifying or challenging:

- a school's improvement planning and processes and its impact on student learning
- the impact of previous external school directions
- the rigour of a school's improvement practices
- the school's capacity to achieve or sustain learning improvement over time.

The external school review lines of inquiry focus on:

- quality school improvement planning
- expert teaching
- quality leadership
- conditions for optimal learning.

The overarching question in every external school review is: How well does the school improve achievement, growth, challenge, engagement, and equity?

Reported impact of directions from the previous External School Review in August 2019.

Leadership have formed a school improvement plan committee, containing representatives from each sector of the school. This committee collaboratively plan professional learning and ensure improvement decisions are implemented and their impact monitored. Impact cycles have been facilitated to target the implementation of agreed practices and are aligned to the improvement plan. Through the impact cycles, teachers have made changes to their practice including the introduction of the use of concrete, pictorial and abstract strategies in mathematics lessons. Data walls are visible and accessible enabling staff to track and monitor student achievement. The school groups students during literacy blocks to ensure explicit targeted teaching and enable stretch and challenge for all students. The literacy agreement has been revised and teachers work in professional learning communities to analyse student achievement data and share practice. Teachers use learning intentions and success criteria to support student learning. A range of student achievement data is used by teachers to co-construct reading and mathematics goals with students. There is the opportunity to strengthen the use of learning goals to enable students to become self-drivers in their own improvement. Learner agency is also developed through the use of co-designed bump it up walls, word walls and the learning pit strategy. Student feedback is incorporated into the teaching and learning cycle and embedded in learning design.

Outcomes from the External School Review held in October 2023.

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

- Direction 1** Strengthen the use of targeted and timely feedback from teachers, peers and self-assessments to ensure students are able to identify their next steps for learning.
- Direction 2** Define and strengthen processes that enable teachers to receive feedback from leaders, peers and students and adjust their teaching practice to improve student outcomes.
- Direction 3** Strengthen learner agency to ensure students effectively use individual goals, learning intentions and success criteria to monitor their learning and identify next steps that improve outcomes for all students.

These directions are published on the school improvement plan and will support the school's ongoing improvement work. **Based on the school's current performance, Ingle Farm Primary School will be externally reviewed again in 2026.**



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