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 framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.

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

This Report of the External School Review 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.

The support and cooperation provided by the staff and school community is acknowledged. 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 External School Review was conducted by Vonnie Dolling, Review Officer, Review, Improvement and Accountability Directorate and Margot McDougall, Review Principal.
Policy compliance

The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.

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

- Part 1 Governance: Item 2
  - The collaborative development of the Site Improvement Plan.
- Part 6 Site Procedures: Item 1
  - Injury and Incident Reporting.

When the school’s actions achieve compliancy with DECD policy and procedures, the Principal must resubmit the Policy Compliance Checklist to the Education Director.

Implementation of the DECD Student Attendance Policy was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2015 was 91.2%, which is below the DECD target of 93%.

School context

Ingle Farm East Primary School is situated 16kms north of Adelaide, and has an enrolment of 178 students in 2016, slightly down from the last three-year trend of around 190 students. The school has an ICSEA score of 956 and is classified as Category 3 on the DECD Index of Educational Disadvantage.

The school population includes 9% Aboriginal students, 4% Students with Disabilities, 32% students with English as an Additional Language or Dialect (EALD), less than 1% children in care, and 31.5% of families eligible for School Card assistance.

The school Leadership Team consists of a Principal in the fourth year of his first tenure and a Senior Leader with responsibility for Student Engagement and Wellbeing. The Senior Leader’s role encompasses the School Counsellor allocation, and the current staff member is in place for a short term until the end of 2016. At the time of the Review Panel’s visit, the Senior Leader was new to the school, having initially been appointed to the position for 6 weeks at the end of Term 2.

School Performance Overview

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

Reading

In the early years, reading progress is monitored against Running Records. In 2015, 63% of Year 1 and 71% of Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents an improvement from the historic baseline average.

In 2015, the reading results, as measured by NAPLAN, indicate that 78% of Year 3 students, 77% of Year 5 students and 74% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Years 5 and 7, this result represents an improvement from the historic baseline average, and at Year 3, little or no change.

For 2015 Year 3, 5 and 7 NAPLAN Reading, the school is achieving within the results of similar students...
across DECD schools.

Between 2013 and 2015, the school has consistently achieved within range in Year 3, 5 and 7 NAPLAN Reading relative to the results of similar groups of students across DECD schools.

In 2015, 44% (12) of Year 3, 0% of Year 5 and 10.5% (2) of Year 7 students achieved in the top two NAPLAN Reading bands. For Year 3, this result represents an improvement from the historic baseline average. There is a trend downwards in Year 5 numeracy, from 19% in 2013 to 0% in 2015.

For those students who achieved in the top two NAPLAN proficiency bands in reading, 0%, or 0 students from Year 3, remain in the upper bands at Year 5 in 2015, and 33%, or 2 students from Year 3, remain in the upper bands at Year 7 in 2015. For Years 5 and 7, this result represents a decline from the historic baseline average.

For the last 3 years, the trend for Year 3 to 5 upper band retention is downwards from 33% to 0%.

**Numeracy**

In 2015, the numeracy results, as measured by NAPLAN, indicate that 70% of Year 3 students, 81% of Year 5 students and 74% of Year 7 students demonstrated the expected achievement under the DECD SEA. For Years 5 and 7, this result represents an improvement from the historic baseline average, and for Year 3, little or no change.

For 2015 Year 3, 5 and 7 NAPLAN Numeracy, the school is achieving within the results of similar groups of students across DECD schools.

In 2015, 37% (10) of Year 3, 11% (3) of Year 5, and 5% (1) of Year 7 students achieved in the top two NAPLAN Numeracy bands. For Year 3, this result represents an improvement from the historic baseline average.

Between 2013 and 2015, the trend for Years 3 and 5 has been upwards, 23% to 37% and 5% to 11% respectively, whilst for Year 7, the trend has been downwards from 10.5% to 5%.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy, 25%, or 1 student from Year 3, remains in the upper bands at Year 5 in 2015, and 25%, or 1 student from Year 3, remains in the upper bands at Year 7 in 2015. For Years 5 to 7, this result represents little or no improvement from the historic baseline average.

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**Lines of Inquiry**

During the review process, the panel focused on three key areas from the External School Review Framework:

- Student Learning: To what extent are students engaged and challenged in their learning?
- Effective Teaching: To what extent does the school cater for the varied needs of learners?
- School Community Partnerships: How authentic is the influence of students on their learning and throughout the school?

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**To what extent are students engaged and challenged in their learning?**

Ingle Farm East Primary School is strategically working towards improved learning outcomes for students through the implementation of the School Improvement Plan (SIP) priorities of Literacy, Numeracy and Student engagement and wellbeing. The Review Panel found strong evidence of educational leadership that has built a culture of continuous improvement in pedagogy and practice. Documentation provided to the Review Panel demonstrated rigorous self-review at regular and strategic points in the learning year. All staff are involved in developing and monitoring the SIP. Parent and community inclusion is a significant
cultural element of the school and actively pursued. Parents interviewed by the Review Panel commented on the friendliness of students across the school, in particular, acknowledging the relationships between older and younger students, which is supported by the school buddy system and the practice of older students taking on responsibilities such as library support.

During classroom walkthroughs and in student work samples, the Review Panel saw evidence of teachers using pre- and post-assessments to determine starting points for learning, and to monitor progress, and observed students who were actively engaged in learning. Teachers engage students by building on prior knowledge, and the Review Panel observed several examples of classrooms where students were using dialogue for learning. Teachers use a range of strategies and manipulative materials in early years classes as a consistent practice. Student achievement in higher bands in Year 3 NAPLAN Reading and Numeracy (44% and 37% respectively) is evidence of quality classroom practice in the early years.

Every teacher is using aspects of the Structure of the Observed Learning Outcomes (SOLO) taxonomy to improve learning for all students. Teachers are developing questioning that stimulates student thinking at a deeper level, supports students to make connections in their learning, to transfer their learning to new contexts and create new ideas. The SOLO taxonomy learning for teachers is relatively recent and has been both a catalyst for a whole-school approach to teacher reflection about their practice, as well as a driver of pedagogies that provide intellectual stretch. All teachers currently employed at the school were involved in focus discussion groups with the Review Panel. The Review Panel heard how the use of the taxonomy has impacted on teacher planning, as well as the design of assessment, to ensure that students are given the opportunity in an assessment task to move beyond "regurgitating". The use of the SOLO taxonomy has been supported by weekly "SOLO challenges" provided by the Principal for staff to apply to their lessons. The Review Panel heard about and observed teachers involved in regular thinking routines and sharing of their practice using this model.

Teachers use learning design from the Teaching for Effective Learning Framework (TFEL) to plan units of work. There has been a deliberate strategy to combine explicit teaching with less teacher talk to involve students more in thinking. The Review Panel heard from a number of teachers that a shift in their pedagogy had them moving from a 'tell to ask' approach and not giving students the answers so readily. Involvement in professional learning with the Montague Partnership in transforming tasks aligns this shift with the 'explore before explain' pedagogy. Teachers reported that the impact of this approach on students was seen in various ways, including students being moved from a zone of comfort to one where they had to "work harder", and one where students were regarded as teachers as well as learners.

**Direction 1**

Ensure that students are challenged in their learning by continuing to build the use of quality pedagogical frameworks in learning design and assessment to underpin effective practices for higher order thinking.

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**To what extent does the school cater for the varied needs of learners?**

Building teacher capacity as effective practitioners who differentiate teaching and learning is the focus of professional learning and performance and development processes at the school. Several teachers reported that performance and development, both formal, through regular planned conversations, and ongoing, through regular prompts for professional reflection provided by the Principal, is influential in supporting them in improving their practice. Teachers all talked about the leadership at the school as being respectful, and both supportive and professionally challenging. All teachers are using the support of Professional Learning Communities (PLCs), at both the local school and Partnership level to support them in improving practice that meets the needs of all learners. Strategically, the school-based PLCs include participants from across the Reception to Year 7 levels of schooling.

The Review Panel heard that the two specialist teachers in Japanese and Art and Technology had become integrally incorporated in the school improvement priorities by involvement with the Student Engagement PLC, and had built networks across the Partnership that supported them in improving and trialling innovative practice. All teachers involved in specifically forwarding the outcomes of the school improvement plan support a high degree of whole-school ownership and consistent messages for students.
There is a whole-school assessment schedule that provides data to inform planning. The school has a range of valid and reliable data about student achievement and growth across the curriculum particularly in numeracy. The school has visible displays of data, including Running Records and A-E grades, and has analysed student achievement data to set targets for cohorts and individuals. Teachers use data such as PAT-R/M to identify areas of need for individuals and cohorts of students and plan accordingly.

Ingle Farm East Primary School has focused on meeting the needs of learners using the ‘wave’ approach to intervention. The first intervention is quality classroom practice, and there is evidence that a pervasive learning culture in the school supports the development of quality pedagogy. The Reading Support teacher talked to the Review Panel about developing consistency across classes through a dedicated morning Literacy Block based on the development of reading acquisition through the Big 6 and the use of guided reading across the early years’ classes. The Review Panel saw consistent practices in literacy across several classes, including all Early Years classes, using the Comprehension, Accuracy, Fluency, and Extending vocabulary (CAFE) approach. Consistent pedagogy is used in mathematics teaching across the site, including an agreed lesson structure and natural maths approaches. The pedagogy is captured in the school numeracy agreement that is illustrated in each classroom and lends coherence across the site.

Teachers work collaboratively, and the Review Panel saw and heard evidence that units of work in mathematics are jointly planned and trialled, and teachers report back to each other and to colleagues in other schools about successes and challenges. Peer observations have been conducted, and there are plans to involve the Principal in the next round. Observations are focused on a specific aspect of the agreed numeracy practices that align with the SIP proposed strategies. Classroom walkthroughs and observations enabled the Review Panel to observe differentiated learning through grouping and teacher questioning that provided entry points for a range of learners.

A Student Review Team oversees the second and third waves of intervention processes and programs for those students with learning difficulties and verified disabilities (according to the DECD criteria) that require short-term or ongoing additional support. School Services Officer (SSO) support is ‘rolled over’ from the previous year, and there are agreed data-informed processes that are used to seek additional support for particular students. Scorelink is used to record student achievement data according to the school assessment and reporting schedule. The Review Panel heard that the work of SSOs is highly valued by both teachers and parents. This support is provided both in-class and for out-of-class interventions. Quicksmart is used as a withdrawal numeracy intervention for Year 4-7 students and Rocket Reading for Year 1s.

In 2016, the roles and responsibilities of the Leadership Team have been reconfigured to include a Principal and a Senior Leader with responsibility for special education and wellbeing. The previous School Counsellor took responsibility as the Aboriginal Education teacher. There is a timely opportunity to review and document the support and intervention processes (Wave 2) for all learners in priority groups, including Aboriginal learners, Students with Disabilities, students who have English as an Additional Language or Dialect, and students with learning difficulties. This next step of review will ensure that systems that consider the measures and indicators of success are continually developed. By determining an evidence base, the school can be confident that high-impact interventions for students in need are making a difference.

**Direction 2**
Evaluate the effectiveness of strategies to support the learning outcomes of priority groups by reviewing the intervention and support programs and approaches to meeting the varied needs of learners.

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**How authentic is the influence of students on their learning and throughout the school?**

**Effective school and community partnerships play a vital role in supporting successful learning outcomes for children and young people.** Research is clear that effective schools support students by valuing two-way communication, ensuring that all have a voice and sense of identity, and make use of a range of resources to enhance students’ educational outcomes and school experiences. The Review Panel heard that the Aboriginal Community Education Officer at the school is strategic in engaging families of Aboriginal students, connecting through a Meet and Greet at the beginning of the year, and supporting attendance through home visits and regular phone contact. Parents reported that communication throughout the
school was a strength, with multiple communication channels, including the newsletter, Facebook and the Skoolbag app. Parents appreciated the approachability of staff and ongoing communication with them about learning. Examples were shared with the Review Panel of ways that students are engaged in authentic learning opportunities. Parents interviewed expressed appreciation for the varied learning opportunities that students are involved in other than bookwork, such as kitchen-garden experiences and dance and gymnastics with external providers.

Schools use a range of ways to motivate students. In many classes at Ingle Farm East Primary School, student goal-setting is one such strategy. In the early years, students set reading goals, related to Running Records, that they would like to be reading at and this is being refined to focus on strategies that students use to become more proficient readers. The Review Panel observed that students had recorded goals on their desks in their classrooms to keep them visible. Students recorded goals for Literacy and Numeracy and sometimes social or behavioural goals. In one class, a superheroes theme had focused students in a discussion about what gets in the way of them achieving their goals and this thinking had been recorded as a Kryptonite goal.

Some teachers shared examples of discussing learning expectations with students. The panel saw how the (Ann Baker) concept of Top 5 had been expanded to Top 6 in maths. The Top 6 were expressed in child-friendly language of I can statements that were initially shared whole-class and then individually, to support students in monitoring their own learning. Students, in conversation with the Review Panel, articulated understanding about grades such as A and B, as one student commented: “I got a B for English, because I need to improve my fluency and expression”. Another student talked of putting in a draft “to get feedback early”, in order to make sure that his work was as good as it could be. Scaffolding students to higher levels of achievement by building on the use of the following assessment-for-learning strategies—sharing learning expectations and transparent success criteria, questioning, feedback and self- and peer assessment—across the school, will support students to ‘produce their own successes’.

The Review Panel heard evidence of the influence of the Engagement PLC in a shift towards empowering students in their learning. An engagement survey has been conducted with students, which has identified three things students find supportive to maintain interest and engagement. These have been expressed as things students can do, rather than the responsibility of someone else. Teachers have worked together in a collaborative approach to respond to this level of student voice by generating particular strategies that will support students in engagement. There is a commitment by teachers to trial three of these strategies during Term 3. A student corroborated this approach when she shared with the Review Panel that “Ask 3 before me was a school-wide strategy that teachers had agreed upon after discussion”. The student understood the reasoning to be that such a strategy would support students in thinking more carefully about how to go about something before asking the teacher. Documentation shared with the Review Panel identified that this strategy has been generated in response to students indicating that, “I asked lots of questions and tried really hard to use my learning to come up with my own ideas” was helpful to them.

During classroom walkthroughs conducted by the Review Panel, students appeared to be interested, motivated and self-directed. When asked by the Review Panel about when they had choices in their learning, students interviewed gave responses that included a choice of ways to solve a maths problem, quick free-choice writing if they had finished the set task, and a choice of activity during non-scheduled times. There is opportunity to use the engagement and interest of students to further develop their skills to contribute more meaningfully to the learning process.

Direction 3
Motivate students to improve their achievement level through building the effective use of assessment for learning strategies that support students in demonstrating success.

Direction 4
Strengthen the influence of students in learning by further involving them in co-designing learning that stretches their thinking.
OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

Ingle Farm East Primary School uses student achievement data and other evidence to inform decisions and actions at the individual student, class and whole-school levels. Effective leadership provides strategic direction and planning, whilst ongoing self-review processes are regularly and strategically used to determine the impact of school strategies and practices.

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

1. Ensure that students are challenged in their learning by continuing to build the use of quality pedagogical frameworks in learning design and assessment to underpin effective practices for higher-order thinking.

2. Evaluate the effectiveness of strategies to support the learning outcomes of priority groups by reviewing the intervention and support programs and approaches to meeting the varied needs of learners.

3. Motivate students to improve their achievement level through building the effective use of assessment for learning strategies that support students in demonstrating success.

4. Strengthen the influence of students in learning by further involving them in co-designing learning that stretches their thinking.

Based on the school’s current performance, Ingle Farm East Primary School will be externally reviewed again in 2020.

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Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND ACCOUNTABILITY

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Jayne Johnston
CHIEF EDUCATION OFFICER

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.

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Mike Sims
PRINCIPAL
INGLE FARM EAST PRIMARY SCHOOL

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Governing Council Chairperson