

**Department for Education**

**External School Review**

Partnerships, Schools and Preschools division

**Report for Ingle Farm East Primary School**

Conducted in February 2020



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 Debbie Grzeczowski, Review Officer of the department's Review, Improvement and Accountability directorate and Vicki Stravinski, 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:
  - Governing Council representatives
  - Leaders
  - Parent groups
  - School Services Officers (SSOs)
  - Student groups
  - Teachers

## School context

Ingle Farm East Primary School caters for young people from reception to year 7. It is situated 16kms from the Adelaide CBD. The enrolment in 2020 is 206 students. Enrolment at the time of the previous review was 175. The local partnership is Montague.

The school has an ICSEA score of 957, and is classified as Category 4 on the Department for Education Index of Educational Disadvantage.

The school population includes 16% Aboriginal students, 20% students with disabilities, 10% students with English as an additional language or dialect (EALD) background, no children/young people in care and 41% of families eligible for School Card assistance.

The school has a disability unit which hosts both a junior primary class and a primary class.

The school leadership team consists of a principal in their 8<sup>th</sup> year of tenure, a senior leader with a focus of intervention, and an improvement and disability unit coordinator.

There are 15 teachers including 1 in the early years of their career and 6 Step 9 teachers.

## The previous ESR or OTE directions were:

- 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.
- 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.
- 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.

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

The previous directions have guided the Site Improvement Plan (SIP) but have had varied impact on school achievement, with staff highlighting the need for ongoing work in all areas.

The school has evaluated and changed intervention strategies and programs to best support the needs of priority groups. The success of these measures is reflected in improved data for identified students. Staff have moved to a consistent approach to reading in junior primary classes and staff are currently looking to extend this consistency throughout the school. A common approach to writing is evident but not embedded practice.

Leaders support students to have influence in their learning but this is not embedded teacher practice. Staff have taken on and display effective practice in elements of the previous directions but the panel felt an absence of whole-school consistency and accountability has diluted their impact.

# Lines of inquiry

## EFFECTIVE SCHOOL IMPROVEMENT PLANNING

### *How effectively does the school use improvement planning processes to raise student achievement?*

Staff reported using meeting time to create their SIP and following a similar process to review the plan at the end of last year. Professional Development Plan (PDP) goals reflect the SIP focus and leaders have provided staff with access to quality professional learning aligned to the SIP.

The panel found that all teachers are collecting a range of achievement and growth data supported by a documented data collection schedule and the use of Scorelink. Whilst staff talked about collecting data, some staff struggled to articulate how it informs and guides their practice. Leaders' report variance in teacher confidence with using data to inform practice which the panel felt provides opportunity for staff to collaboratively engage with focused professional learning in data literacy. Increasing staff data literacy skills will increase their capability to track and monitor all students and triangulate a variety of data to inform practice and monitor impact.

When presented with the previous years Running Record data some staff expressed surprise at the low levels of achievement. The panel felt that not 'knowing' the data could contribute to a relaxed sense of urgency and moral imperative to act now to improve student outcomes.

Ingle Farm East Primary School is in the process of developing internal Professional Learning Communities (PLCs) to drive their improvement agenda, provide collective efficacy and develop teacher and leadership capacity for all staff. Staff are unsure of how these will operate and leaders expressed a need to provide a level of accountability to amplify their impact. PLCs operate best when a culture is created, which focuses on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers, and when staff are committed to them professionally and guided by collaborative expertise. The panel feels there is opportunity for staff to collaborate and provide clarity of purpose, structures and professional accountability prior to the introduction of these PLCs.

**Direction 1**     **Develop teacher and leadership capacity for all staff through effective Professional Learning Communities (PLCs) which track, monitor and respond to each learners' progress.**

## EFFECTIVE TEACHING AND STUDENT LEARNING

### *How effectively are teachers supporting students to improve their learning?*

Most students at Ingle Farm East Primary School are able to articulate their learning with the majority of students reporting engagement and enjoyment of lessons. All identified students have a current individual learning plan to support and direct their learning. SSOs deliver a mix of class and group support as well as providing quality, evidenced-based intervention. The panel felt intervention could be strengthened by providing increased opportunity to transfer skills back into the classroom.

All staff track data to identify students but the panel found variance in how this was being used to inform student learning as differentiated lessons were not evidenced as consistent practice. Staff interrogated PAT data and created math units of work based on gaps in learning and used structured intervention groups to address individual needs. There is opportunity for staff to collaboratively analyse PAT data and to identify areas of concern and inform teaching at the initial corresponding inclusion in the Australian Curriculum.

Most students are aware of their reading level but the panel found little evidence of explicit individual learning goals across all classes. Half of students, with whom the panel spoke, indicated that their work was 'too easy' and felt they needed to be challenged and given harder work to push and stretch their learning. Tasks evidenced in bookwork, through discussions and observations provided limited opportunity in some year groups for students to achieve higher grades.

A few teachers effectively use learning intentions and success criteria but this was not embedded practice across all classes. Some teachers use targeted and timely formative assessment in which students report helps them with their work but this was not evidenced consistently. The panel felt that increased opportunities to refocus on learning design and outcomes would enable increased rigour with stretch and challenge for all students to become routine practice. Teachers' highlighted differentiation with stretch and challenge as an area for further support. Supporting staff through focused observations and walkthroughs would further strengthen capacity.

**Direction 2** Ensure all students receive differentiated learning with appropriate stretch and challenge, through collaboratively strengthening teachers' capacity in learning design and assessment.

## EFFECTIVE LEADERSHIP

### *How effectively does the school leadership ensure a clear focus on improving teaching and student learning?*

Although students report strong connections to the school, student achievement data at Ingle Farm East Primary School has been varied since the previous review, with results in the early years being of particular concern. The panel confirmed that staff and leadership are aware of the data and have recently adopted a structured phonics program to support learners. The panel felt staff are looking to the program to address consistency and to improve results but struggle to articulate how it would impact on their pedagogy.

The variance in teacher pedagogy and practice evidenced by the panel was confirmed by leadership. The panel felt there is opportunity to bring clarity of direction by all staff collaboratively developing a clear vision of teaching and learning. This will support coherence, positively impact on planning and pedagogy, and amplify the focus on improving student outcomes.

Since the previous review leaders have sourced and provided staff with quality professional learning aligned to the improvement agenda but this has not been embedded across the school. It was evident to the panel that the school has some highly effective practitioners which provides opportunity for leaders to identify the elements of effective practice and allow them to be shared across the school to build capacity in others, refine practice and build a consistent pedagogical approach.

The panel feels there is opportunity for leaders to lead the learning and to ensure learning is embedded consistently across the school. Leaders need to be highly visible in classes providing explicit feedback to teachers to further improve practice. Having regular and formalised leadership observations and walkthroughs, linked to both PDP and SIP focus, will further provide targeted and timely feedback to further strengthen teacher practice. Clear structures and processes to monitor and observe teacher practice will provide rigour, support and sustain a culture of learning and improvement.

**Direction 3**      **Leaders' provide rigorous and clear formative feedback to all teachers to improve teacher practice.**

**Direction 4**      **Leaders' work collaboratively with staff to develop clear and intentional teaching and learning vision to impact on planning and pedagogy.**

# Outcomes of the External School Review 2020

There is a strong sense of community and positive culture evident at Ingle Farm East Primary School which reflects a strong focus on wellbeing. Students reported feeling connected to the school with staff really caring about them as individuals. This sense of pride is further reflected through community discussions with parents expressing that all staff are approachable.

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

- Direction 1**     Develop teacher and leadership capacity for all staff through effective Professional Learning Communities (PLCs) which track, monitor and respond to each learners' progress.
- Direction 2**     Ensure all students receive differentiated learning with appropriate stretch and challenge, through collaboratively strengthening teachers' capacity in learning design and assessment.
- Direction 3**     Leaders provide rigorous and clear formative feedback to all teachers to improve teacher practice.
- Direction 4**     Leaders work collaboratively with staff to develop clear and intentional teaching and learning vision to impact on planning and pedagogy.

Based on the school's current performance, Ingle Farm East Primary School will be externally reviewed again in 2021.



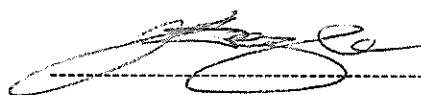
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PRINCIPAL  
INGLE FARM EAST PRIMARY SCHOOL



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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 2019, 35% of year 1 and 41% of year 2 students demonstrated the expected achievement against the SEA. This result represents a decline for year 1 and 2, from the historic baseline average.

In 2019, the reading results, as measured by NAPLAN, indicate that 67% of year 3 students, 77% of year 5 students and 80% of year 7 students demonstrated the expected achievement against the SEA. For year 3, this result represents a decline, and for years 5 and 7 an improvement from the historic baseline average.

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

In 2019, 30% of year 3, 18% of year 5 and 8% 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, 67%, or 2 out of 3 students from year 3 remain in the upper bands at year 5 and 29%, or 2 out of 7 students from year 3 remain in the upper bands at year 7.

### Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 59% of year 3 students, 59% of year 5 students and 80% of year 7 students demonstrated the expected achievement against the SEA. For year 3, this result represents little or no change, for year 5 a decline and for year 7 an improvement from the historic baseline average.

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

In 2019, 22% of year 3, 9% of year 5 and 28% of year 7 students achieved in the top 2 NAPLAN numeracy 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 numeracy, 1 out of 1 students from year 3 remain in the upper bands at year 5 and 100%, or 4 out of 4 students from year 3 remain in the upper bands at year 7.