

Department for Education External School Review

Partnerships, Schools and Preschools division

On-track evaluation report for Ingle Farm East Primary School

One-year return conducted in May 2021



On-track evaluation process

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.

All government schools are externally reviewed over a 3-year cycle. After the review the principal and the governing council chairperson receive a written report with a number of directions for improvement.

A copy of the ESR report is available on the school website.

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

In some cases, when the review panel identifies limited achievement and growth, together with evidence about the school's capacity for systematic improvement, a school is advised that they will be visited again in 1 rather than 3 years' time (1 year return).

Schools with a 1-year return are assisted by the education director and other department staff to receive additional coordinated and targeted support. This intervention is focused on building the school's capacity to improve teaching and learning across the school, lift expectations and achieve improved student learning results as measured against the Department for Education Standard of Educational Achievement (SEA).

Following intervention, which occurs for 12-15 months after the ESR, a review panel conducts an on-track evaluation (OTE) to determine the extent to which the school has, with external support, developed sustainable internal capacity to improve effectiveness and raise student achievement.

The school's Site Improvement Plan (SIP) is the main document used to inform the OTE.

This OTE visit was conducted by Christine Bell, Review Officer of the department's Review, Improvement and Accountability directorate, and Leanne Prior, Review Principal.

The OTE report should be read in conjunction with the report of the External School Review conducted at Ingle Farm East Primary School in February 2020.

Directions from the External School Review report

February 2020

Key focus area 1 Develop teacher and leadership capacity for all staff through effective professional learning communities (PLCs).

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

Key focus area 3 Leaders' provide rigorous and clear formative feedback to all teachers to improve teacher practice.

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

Additional information about the school context

The Principal advised that since the last review an additional class in the Disability Unit has been established taking the total to 3. While the leadership team remains the same, there have been some staff changes. Enrolments remain steady, but the school feels they will be impacted in 2022 with the current year 6 and 7 students moving to high school.

Development of a school improvement plan

The Principal advised that a school improvement plan was sent to the Education Director and approved in term 2 2020. The directions appeared on the leadership agenda meeting for discussion, review and to monitor the progress on a weekly basis.

Strategic support provided to the school over the past 12 months

The Principal advised that ongoing meetings were scheduled with the Principal Consultant, Education Director and a member from the Learning Improvement Division, as a way of tracking the progress and providing support. Each staff member was allocated to a section of the directions to drive, monitor and review the plan.

Evidence and evaluation referenced to directions in the school improvement plan

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.

On-track evidence:

- PLCs are aligned to the school improvement plan (SIP) and linked to staff professional and development plans.
- PLCs meetings are documented and teachers are required to use a PLC log for accountability.
- Data policy in place to track and monitor student achievement.

Review panel evaluation:

All teaching staff are engaged and accountable to participate in regular PLCs that have a direct connection to the challenge of practice in the SIP and are evident in individual teachers' planning. There is a clear line of sight of this work to the classroom. PLCs have a strategic focus to address and track student learning needs and monitor the impact of intervention programs and processes.

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

On-track evidence

- Differentiation is evident in planning and classroom teaching.
- All students have differentiated numeracy, reading and writing goals.
- Formative assessment strategies are used in most classrooms.
- Students articulated stretch opportunities through teachers' questioning.

Review panel evaluation

Differentiated opportunities for all students, including in the Disability Unit, occurs through strategic lesson plans using relevant data. Students have some input into the assessment process, and regular collaborative moderation occurs with teachers in PLCs to critically analyse and discuss student growth. A commitment by staff to consistently provide differentiation and stretch exists through a collaboratively developed policy.

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

On-track evidence

- Peer-to-peer and line manager-to-teacher formal lesson observation practices are in place.
- Written feedback is provided.
- Disciplined dialogue occurs at PDP meetings.

Review panel evaluation

Performance and development meetings are structured and targeted to student achievement and growth using feedback generated by the Principal from classroom observations once per term for each teacher. Strategic use of the complexity funding is utilised for teachers' release to work collaboratively to inform and adjust their teaching practice towards improved learning for students. Staff are engaged in this process and it is sustainable through a PDP policy.

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

On-track evidence

- Development and unpacking of a shared vision.
- Whole-school agreements in place.
- Learning intentions and success criteria are embedded in all classes.
- Common literacy language across the school to support transitional points for students.

Review panel evaluation

The collaborative development and unpacking of a teaching and learning vision was embraced by staff, students and families. This is visible in all teaching and learning spaces and students can articulate a deep understanding of its purpose and benefits. Learning intentions and success criteria are embedded in all classes, including the Disability Unit and Special Options Class, through teacher planning, physical visibility in classrooms and verbal visibility in the classroom teaching practice. The school's learning agreements are evident in all classrooms and reviewed and monitored regularly.

Outcomes of the on-track evaluation 2021

Based on the evidence provided, Ingle Farm East Primary School is on-track to effectively implement the External School Review directions.

The review panel found that:

- The influence of previous ESR directions is evident in the school's improvement.
- The school's planning processes are evidence based and targeted.
- The school is effectively using improvement planning and monitoring processes to raise student achievement.
- Effective teaching is consistently practiced and actively engages and challenges students.
- Teachers analyse feedback and assessment data to design differentiated learning

The Principal will continue to work with the Education Director to implement the OTE key actions

The Principal will continue to work with the Education Director to implement the findings of the on-track evaluation report in May 2021 and in particular the findings of the on-track evaluation process and a revised school improvement plan. The Education Director will continue to ensure coordinated, targeted and systematic support is provided to the school for the next 12 months.

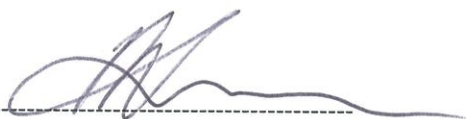
Based on current performance, Ingle Farm East Primary School will be externally reviewed again in 2023.



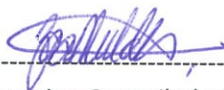
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