

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for North Ingle School

Conducted in May 2019



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 Greg Graham, Review Officer of the department's Review, Improvement and Accountability directorate and Stuart Miller, Review Principal.

Review Process

The following processes were used to gather evidence relating 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 Community Education Officer (ACEO)
 - Governing Council representatives
 - Leaders
 - Parent representatives
 - School Support Officers (SSOs)
 - Students
 - Teachers

School context

North Ingle School caters for children from reception to year 7. It is situated 16kms from the Adelaide CBD. The enrolment in 2019 is 168 students. The enrolment at the time of the previous review was 139.

The school has an ICSEA score of 973 and is classified as Category 3 on the Department for Education Index of Educational Disadvantage.

The school population includes 6% Aboriginal students, 12% students with a verified disability, 35% students with English as an additional language or dialect (EALD) background, 2 children in care and 35% of families eligible for School Card assistance.

The school team consists of a principal in the 7th year of her tenure at the school, a deputy principal, 11 teachers and 9 SSOs.

Previous ESR or OTE directions were:

- Direction 1** Regularly track student progress and review and modify intervention strategies. Ensure actions are targeted and effective in supporting students not achieving the Department for Education Standard of Educational Achievement (SEA).
- Direction 2** Improve the growth of student achievement in years 3 to 5 by differentiating the curriculum and providing explicit instruction to support the assessed needs of students.
- Direction 3** Increase the proportion of students in higher proficiency bands by ensuring students understand success criteria and quality work. Consolidate the target setting processes to support students to improve their current levels of achievement.

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

The current principal has been in her position for 5 years and was involved in the previous ESR process. Through the principal's presentation it was evident that there has been a logical and sequential process implemented to address the directions. Actions included undertaking the Grattan Institute model of 5 common principles as the catalyst for change. Practical applications included improvements in tracking and monitoring data (reading) to address Wave 1, 2 and 3 students. Pedagogical practices have been enhanced through the implementation of literacy agreements, establishing a literacy block, applying the gradual release model to staff development and using the Big 6 of reading as the platform for literacy teaching.

Staff are dedicated and collaborative professionals who are passionate about the school and its students. There is a sincere intention to provide students with quality teaching and learning.

In mathematics, teachers reference NAPLAN and PAT datasets to track and monitor students. A traffic light system is used to identify wave groups. The school is actioning maths pedagogical strategies R-7 based on Natural Maths and Big Ideas in Number. An existing numeracy agreement is yet to be reviewed

and further developed. Partnership Learning Community groups meet twice per term focusing on task design and moderation.

The principal's presentation provided examples of student progress from targeted groups demonstrating the impact of ESR directions on student learning. The examples provided enabled the panel to see strategies used by the school as they actioned the directions including data analysis, monitoring, social and emotional support and reporting to parents.

The 2019 Site Improvement Plan (SIP) priorities are aligned with the previous ESR directions along with the implementation of assessment schedules, a traffic light monitoring spreadsheet that will include higher bands of achievement and intervention procedures.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How well does the school use evidence from student achievement and growth data to inform relevant and high impact goals and targets for improvement?

It has been recognised that the school utilises information from a variety of data sets to support and plan for student learning. A site based data system developed to track all students with a focus on growth points includes the introduction of a 'face to the data' approach. A data wall displayed in the staffroom enables all staff to share the progress of students.

The tracking and monitoring of students through formal measures such as running records, spelling and intervention programs such as Quicksmart maths is in place. SSOs are involved in the collection, collation and analysis of data, and information is shared with teachers to aid in the planning of targeted support. Strong intervention support is offered to students through in class support and withdrawal programs.

School based datasets are used across the school, however some teachers prefer alternative data sources which they cross check with school data. Accountability for student learning through data analysis has been actioned through PDP processes at an individual level.


Going forward, engaging staff in data analysis that triangulates student achievement data from a range of sources to identify learning progress, as well as identify what students know and can do, and what each student is ready to learn next, will be important for improvement. This should include strengthening whole-school assessment processes that develop teacher capacity to collaboratively and systematically analyse common sets of data on both learning attainment and progress.

Direction 1 Ensure the implementation of agreed SIP goals lead to the development and embedding of agreed evidence-based structures and processes that track student performance and informs teaching practice.

EFFECTIVE TEACHING AND STUDENT LEARNING

To what extent do teachers ensure that students have authentic influence in their learning?

The future directions that the principal highlighted in her presentation cites that all students will become balanced readers and develop their skills in literacy. To achieve this the school is engaging in a number of professional learning opportunities, both partnership and school based, designed to develop teacher knowledge and skills in areas including student agency.



From the interview process it was evident that teachers make learning interesting through a range of different learning opportunities. Classroom displays provided a variety of visible learning prompts for students to refer to which assist them with their learning.

Parents and students commented on student led 3-way interviews that enable students to describe their learning and identify their specific learning aspirations. This was supported in the classroom with strong evidence of 1:1 conferencing between students and teachers.

The teacher pedagogical survey indicated 50% of teachers rated their capacity to design tasks, which feature differentiated teaching strategies, as 'medium' and recognised that feedback to and from students was an area to be incorporated in future task design.

When asked about how challenging their learning was over the school week the vast majority of students interviewed said they would like more challenge in their learning including increased homework, extension work and problem solving activities.

Future steps to consider include strengthening teacher understanding of student agency in task design and enabling students to be integral in their own learning as referenced in the vision statement of 'empowering all learners'.

By developing opportunities for students to influence learning, it will deepen and enrich the quality of student learning and support higher band achievement and retention targets.

Direction 2 To ensure authentic student influence in learning, develop teacher knowledge in task design which is informed by formative assessment cycles and includes evidence-based data, student influence and intentional learning strategies that are sustained over time.

Outcomes of the External School Review 2019

At North Ingle School the influence of previous ESR directions is evident in the school's improvement journey. The school is providing effective conditions for student learning and is effectively using improvement planning and monitoring processes to raise student achievement. Both parents and staff have a high level of trust in the principal, and parents believe that the school is providing quality education for their children.

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

- Direction 1** Ensure the implementation of agreed SIP goals lead to the development and embedding of agreed evidence-based structures and processes that track student performance and informs teaching practice.
- Direction 2** To ensure authentic student influence in learning, develop teacher knowledge in task design which is informed by formative assessment cycles and includes evidence-based data, student influence and intentional learning strategies that are sustained over time.

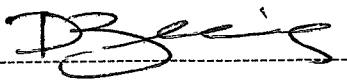
Based on the school's current performance, North Ingle School will be externally reviewed again in 2022.



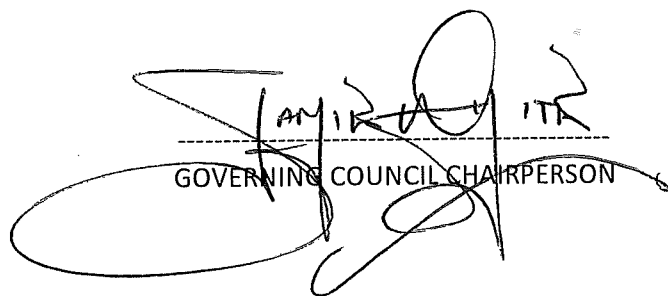
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Appendix 1

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, 76% of year 1 and 50% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement for year 1 students and a decline for year 2 students from the historic baseline average.

In 2018 the reading results, as measured by NAPLAN, indicate that 76% of year 3 students, 90% of year 5 students and 73% of year 7 students demonstrated the expected achievement under the SEA. For years 3 and 7, this result represents little or no change and for year 5, an improvement from the historic baseline average.

Between 2016 and 2018, the trend for year 5 has been upwards from 60% to 89% respectively.

For 2018 year 5 NAPLAN reading the school is achieving higher and for years 3 and 7 the school is achieving within the results of similar government schools.

In 2018, 24% of year 3, 32% of year 5 and 7% of year 7 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents a decline from the historic baseline average.

Between 2016 and 2018, the trend for year 3 has been downwards from 44% to 24%, and upwards for year 5 from 13% to 32% respectively.

For those students who achieved in the top 2 NAPLAN proficiency bands in reading, 63%, or 5 out of 8 students from year 3 remain in the upper bands at year 5 in 2018 and 33%, or 1 out of 3 students from year 3 remain in the upper bands at year 7 in 2018.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 82% of year 3 students, 79% of year 5 students and 73% of year 7 students demonstrated the expected achievement against the SEA. For years 3, 5 and 7 this result represents an improvement from the historic baseline average.

For 2018 years 3, 5 and 7 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools.

In 2018, 35% of year 3, 21% of year 5 and 20% 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 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 80%, or 4 out of 5 students from year 3 remain in the upper bands at year 5 in 2018 and 100%, or 2 out of 2 students from year 3 remain in the upper bands at year 7 in 2018.