

External School Review – North Ingle 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 November 2019.

A School Improvement Plan committee with representation from leadership and staff across each school sector ensures the monitoring and achievement of the agreed goals. The committee meets three times a term to review the progress of actions, evidence of student achievement and plan staff support. Evidently, teachers were effectively implementing processes to support reading improvement in activities that develop decoding, fluency and phrasing and reading comprehension. Running records, developed as part of a partnership focus, provide regular reading progress monitoring as outlined in the Literacy assessment data schedule. Consistent approaches to developing phonics and reading were observed that reflect agreements of practice in Guided Reading, Phonics and Phonological awareness and Running records. Program reviews enabled a transition to Jolly Grammar and Spelling in 2022 with further consideration to the current phonics program and department resources underway.

Literacy assessment data collected and analysed throughout the year provides teachers and School Services Officers with evidence to plan teaching and learning activities. Teachers use this evidence to develop and discuss with students their reading goals and inform the next steps in their planning. Moderation meetings held during staff meeting time allow teachers to review student progress, the quality of task design and develop consistency of teacher judgement. This was evident in building consistency of instructional routine in teaching and learning phonics. Implemented learning intentions and success criteria for lessons and tasks were visible in most classes as a strategy to clarify the learning task purpose and expectations.

Outcomes from the External School Review held in February 2023.

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

- Direction 1** To support student ownership and inform progress against learning goals, further develop formative assessment processes that are inclusive of students.
- Direction 2** Support the further development of teacher practices in planning for learning by strengthening the connection between classroom walkthroughs and observations, PLTs and PDPs to know their impact.
- Direction 3** Further develop authentic opportunities for student leadership and agency in learning that strengthen a culture of learning and high expectations of achievement for all.

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, North Ingle School will be externally reviewed again in 2026.**



Roy Page
Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools

