

External School Review - Reynella Primary 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?

Impact of directions from the previous External School Review in March 2019

Since the preceding External School Review (ESR), the school reported a collaborative approach to school improvement, using the previous directions as levers for change. This included implementing a set of strategies such as protocols for Professional Learning Communities (PLCs) that track, monitor and analyse data with a specific focus on high bands students, to ensure stretch and challenge. The school has accelerated the authentic influence of student voice in their learning, by developing student Action Teams around Environment, Communication, STEM, Citizenship and Wellbeing. Roles and responsibilities have been developed and provide the opportunity for students from every classroom to influence change in these key areas. The school is extremely proud of its collaborative efforts in developing an annual Putting the 'M' in STEM showcase. Feedback received by the leadership team from students, staff and families was positive around all students, especially higher bands students, being stretched in their learning. This has resulted in increased student outcomes, especially in the areas of Mathematics. Professional Learning Teams (PLTs) have been voluntarily established by teachers to work outside of school hours. These teams use a disciplined dialogue approach and an agreed template, to understand and proactively respond to students' perspectives about their learning. This has included sharing of quality practice, reflecting on their teaching, and learning from a student perspective, and designing, implementing and analysing students' feedback. Other strategies used are exit cards, feedback from the student action teams, end of year conferencing with students around what's working and what's not, and classroom discussions regarding strategies for feeding forward.

Outcomes from the External School Review held in October 2022

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

- Direction 1** **Unpack the school's identified High Impact Teaching Strategies, and collectively develop statements of expectations to ensure quality teaching that provides stretch and challenge for all students.**
- Direction 2** **Ensure there is a collective responsibility of distributive leadership to link the School Improvement Plan directly to success criteria that embeds a coaching culture for all staff of strong, focused and consistent feedback.**
- Direction 3** **Collaboratively analyse and use data to create explicit student learning goals and inform teacher planning which are owned by students and shared with families.**

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, Reynella Primary School will be externally reviewed again in 2025.**



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