

External School Review – Penola 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?

Reported impact of directions from the previous External School Review in July 2019.

Staff have consolidated a range of pedagogical practices to provide stretch and challenge for students. This includes staff using consistent language across the school for mathematics and literacy, peer observations as well as moderation processes on student learning. Differentiation occurs through the use of data analysis and ability grouping for learner achievement, coinciding with individual student conferencing. A range of review processes are commonly used to measure the impact of the School Improvement Plan into agreed actions, including termly surveys and self-assessments conducted by the leadership and teaching staff.

Data analysis and the tracking and monitoring of individual student progress is used in alignment with consistent approaches to high impact programs. There are embedded, evidenced based whole school practices used to support and deliver student wellbeing programs.

The staff have made developments to embed learning intentions and success criteria into their daily teaching. Learning intentions and success criteria professional learning has been a key focus to create consistencies of practice and used as a reference point for students to understand the intended learning. A comprehensive school agreement document for staff outlines high impact teaching strategies, expectations and processes whilst providing a basis for whole school pedagogical approaches and agreements.

Student agency, feedback and the development of formative assessment practices is an area of continual focus and development. Staff have engaged in a range of professional learning opportunities and are at the early stages to implement consistent strategies to support assessment for learning, such as bump it up walls, two stars and a wish and assessment rubrics.

Outcomes from the External School Review held in May 2023.

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

- Direction 1** **Strengthen teacher capability to provide a range of quality feedback on students learning that informs their next steps.**
- Direction 2** **Strengthen professional learning structures, promoting collaboration, leading to collective agreements for curriculum implementation and pedagogical approaches that stretch student learning.**
- Direction 3** **Build and strengthen evidence-based intervention support, where students are tracked, monitored and reviewed using multiple data sets.**

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, Penola Primary School will be externally reviewed again in 2026.**



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