

External School Review - Salisbury Heights 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 November 2019

The current principal has been in the position for 4 months and actions to address the previous ESR directions have been limited over the past twelve months.

Direction 1: Differentiated teaching strategies to engage and challenge all students to achieve at higher levels, including those in higher bands.

Work was done on task design, intellectual stretch and differentiation in first twelve months with some of these practices are still in place. A teacher was employed to work specifically with high band students or those students requiring extra challenge. This position will move to an instructional coach model, working with teachers in the classroom to build their capability. The introduction of literacy block has commenced strengthening staff in understanding what constitutes as literacy block using the Big 6 as the foundation. The staff have recognized that this is an area of further development.

Direction 2: Strategically focus on authentic student voice and influence in the classrooms to build student understanding and sophistication in learning.

There was evidence of some good examples of student voice activities are in practice with pockets of strength in some classes.

Direction 3: Continue to embed effective formative assessment strategies that guide learners towards the defined success criteria for student learning in all classes.

The principal has been instrumental in introducing of evidenced based programs and approaches in recent times. The review team were able to substantiate that this process has been successful has been successfully implemented with improved results beginning to trend. The teachers are aware of the value of evidence-based research and structures have been introduced to provide support in the upskilling of staff. These processes have been highly valued by all staff.

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

- Direction 1** To improve teacher knowledge, planning and practice, implement and embed the development of the learning progressions to support the delivery of the Australian Curriculum.
- Direction 2** Build on the gains made around improving school culture, by embedding consistent high learning expectations and structures, that support the teaching and learning environment.
- Direction 3** To ensure a culture of high expectation from all students, embed teaching practices that offer high impact and challenge throughout the learning environment.

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



Roy Page
Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools