

# External School Review

## Lobethal 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 November 2019.

Frequent changes in leadership over the past 12 months have hindered some progress on previous External School Review Directions.

In respect to the school strengthening processes and support collaborative planning and build common understandings and practices there is still some variability in this area and the school is working to re-launch and strengthen professional learning communities as part of their school improvement agenda. Fostering greater collaboration amongst staff in planning and analysing data together and the sharing of high impact practice is a key aspect of the school's current improvement work. Momentum is building towards developing and finalising common understandings and agreements in the delivery of phonics, reading and maths.

To strengthen teaching capacity in using data for differentiated learning, the school has invested significantly in working with coaches in the past in the areas of literacy and numeracy. This includes opportunities for teachers to be mentored through observations and feedback on practice. Work to build staff capability in better aligning planning and teaching using the Australian Curriculum is underway to build continuity of teaching and learning across year levels ensuring students receive their full curriculum entitlement.

The school is working to strengthen the capability of teachers to engage students more effectively in challenging and authentic learning opportunities but intentional planning for differentiation and stretch in student learning is still in its infancy. The school is beginning to widen its use of goal setting with students, with the focus on ensuring that student learning goals are specific, measurable, timely and resourced and have a lens on agency in their own learning.

### Outcomes from the External School Review held in July 2023.

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

- Direction 1**      **Strengthen, connect and align instructional leadership practices, ensuring consistency and congruency of evidence based pedagogical approaches and a commitment to action, across all year levels.**
- Direction 2**      **Leverage greater influence and impact of teacher pedagogy, through strengthening agreed PLC structures including opportunities to trial and implement evidence-based practice, through a sprint cycle model.**
- Direction 3**      **Build and strengthen a culture of continuous improvement and high expectations, through reaching agreement and consensus of how this looks, with a lens on student improvement and achievement.**

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



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