

External School Review – McLaren Vale 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 May 2019.

Whole-of-school agreements guide leaders and staff on the minimal required expectations while focus observations and feedback from leaders have positively influenced many staff. Implemented Professional Learning Communities in 2021 have supported collective teacher efficacy and are an ongoing vehicle for collaborative change. Staff from each Professional Learning Community have committed to representation on each of the school improvement priority Action teams of Writing/Spelling, Reading and Number. Professional learning, external experts and coaches provide additional support to Professional Learning Communities, building teacher capability and consistency of practice.

Staff have committed substantial time to developing quality task design however staff turnover and building consistency as described by leaders is an issue for development. In 2023 leaders focus is on developing stretch and challenge for all students in task and learning design. Literacy intervention has been refined with the literacy coach collaboratively working with School Support Officers to support learners through evidence-based approaches. Additional support to Professional Learning Communities in developing planning for learning using the Learning Design Assessment and Moderation framework has resulted in greater consistency in effective task design and judgement. A whole-school review process: re-imagining McLaren Vale Primary School highlighted the need to continue to develop learning and assessment design to improve stretch and challenge.

Consistent implementation of teaching strategies, development of a common language in improvement areas and agreements have provided a much more consistent environment to develop student agency. Goal setting and conferencing students while in early stages is still a focus for development.

Outcomes from the External School Review held in March 2023.

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

- Direction 1** **Ensure success for all students by further developing a collective understanding and consistent implementation of evidence-based differentiated processes that support agreements of highly effective classroom practice.**
- Direction 2** **Further develop teacher practice by strengthening and connecting performance development processes (PLCs, walkthroughs, observations, and PDPs for teachers to know their impact.**
- Direction 3** **Further develop opportunities for student agency and learning partnerships to strengthen a culture of high expectations.**

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



Roy Page
Director
Review, Improvement and Accountability



Julia Oakley
Executive Director
System Performance

