

External School Review – Glenelg 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 June 2019.

Teachers have analysed a range of student assessment to form the SIP goals and to self-review the impact of strategies and actions implemented. All teachers have participated in professional learning on the use of Learning English Achievement and Proficiency levels to assess student writing and pre and post tests are used by some teachers to assess learning. However, monitoring the impact of changes to classroom practice remains an area that could be further refined.

To enable pedagogical coherence across the site and to develop a consistent language of learning, teachers currently implement the maths and English units of work, including maths chats and use the Learning English Achievement and Proficiency levels to improve teacher instruction in functional grammar and as a consistent assessment tool for writing. A phonemic awareness program and decodable readers have also been implemented from reception to year 2. Ensuring the consistent use of effective teaching practices and a collective language for learning is an area that still requires further development to ensure continuity across the school.

To support students monitoring their own learning and strengthen student agency, teachers are sharing learning intentions and success criteria as observed during class visits and discussed in teacher forums. Whilst some students were able to discuss how they use learning intentions and success criteria, there was significant variation in their use across the school. Most students did not have individual learning goals.

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 the use of differentiation in learning design and pedagogical practices, to ensure multiple entry and exit points to enable stretch and challenge for all learners.**
- Direction 2** **Strengthen the use of data to ensure teachers regularly monitor the impact of changes to their practice on student outcomes and adjust teaching as required.**
- Direction 3** **Ensure high expectations for achievement through continuity of practice, programs and language R-6 to increase achievement for all learners.**

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



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