

Solomontown Primary School - External School Review

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 2021.

A sustained focus by leadership has enabled a culture of collective responsibility and collaboration for improvement to develop. Leaders have reviewed and refined improvement planning and monitoring processes to improve student learning and their practice. Staff can see the benefit of actively participating in learning team conversations and view them as a significant opportunity for further growth. Supportive and connected performance development structures that link observational feedback to structured and effective learning team meetings are essential for continuous practice improvement.

The school environment and classroom environments are well organized and presented. Classrooms have appropriate and consistent year-level scaffolded material supporting school priorities, behaviours for learning and classroom routines. Evidence of staff improvement work, documented in the school's monitoring tool, shows the influence of the previous ESR directions. Developing and embedding agreements of practice will provide further clarity and guidance to all teachers regarding the expectations in literacy, numeracy, and data use.

Staff feel included and supported in the advancement of teaching and learning. Many confirmed that partnerships in learning and effective communication are developing between students, staff and parents. Students reported a sense of belonging and feeling safe at school. They believe their teachers are supportive, having high expectations of them while their behaviours for learning have improved. Students taking a more prominent role in the ownership of their learning is an essential next step.

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** To support a culture of continuous improvement and purposeful learning that meets the needs of a diverse range of students, develop explicitly and agreed processes and expectations for Learning Teams.
- Direction 2** Strengthen and connect performance development processes that provide effective feedback to teachers to support regular and rigorous evidence-based discussions to improve practice.
- Direction 3** Strengthen effective practices in assessment for intentional teaching and quality feedback to students providing clarity about their next steps in learning.

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, Solomontown Primary School will be externally reviewed again in 2025.



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