

External School Review - Upper Sturt 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 2019

Staff have increasing confidence in reviewing, analysing and planning forward from data. Staff now take more of an active role in the cyclic processes of the School Improvement Plan (SIP) and implement actions within it. Termly review processes are integrated into the staff meeting agenda and there is a clear connection between the SIP, performance development processes and professional learning. Whilst teachers acknowledge that monitoring and self-review processes could be further enhanced, they are confident that SIP expectations have improved their teaching practice. Professional Learning Communities (PLCs) that connect Upper Sturt Primary School teachers with other small local school educators, have been instrumental in strengthening teacher proficiency through shared practice, professional learning, and resources. Deepening curriculum knowledge and learning design in literacy has been a focus, with whole school literacy actions and assessment practices introduced across all classes. Teachers use data and evidence of student learning to inform their planning, grouping students to meet the varied needs of learners. Literacy and Numeracy scope and sequences, that were developed at the time of the last review, are part of expected practice. As teachers' strengths in data analysis improve, this enables a more robust teaching and learning cycle. Curriculum mapping continues to be on the agenda and all outdoor learning activities are mapped across the science curriculum. Kamana outdoor learning is highly valued by all stakeholders and the Wild Passport intentionally tracks students developing skills and competencies in their learning. The school's yearly datasets show significant improvement over recent years.

Outcomes from the External School Review held in September 2022

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

- Direction 1** **Strengthen teacher capacity in analysing assessment and data for intentional, differentiated teaching that provides daily stretch and challenge for all learners.**
- Direction 2** **Enable teachers to further embed consistent, effective pedagogical practice in all classrooms by developing rigorous reflective teaching and learning cycles that identify impact of all actions.**
- Direction 3** **Build teacher knowledge and capability in implementing high impact strategies consistently across all classrooms to further meet the needs and improve outcomes 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, Upper Sturt Primary School will be externally reviewed again in 2025.**



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