

External School Review - Gilles Street 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?

Impact of directions from the previous External School Review in November 2019

Leaders and the Local Education Team have worked with staff to build understanding, teacher capability and consistency of practice in the previous ESR directions. Through Professional Learning Communities (PLCs), leaders and teachers have collaboratively developed several high impact teaching strategies, including learning intentions, success criteria that support students learning and the current school improvement work. Applying Bump it Up Walls in the teaching of writing are seen as tools that translate across the curriculum. Data collected and analysed through the Wellbeing and Engagement Collection and termly student surveys have guided collaborative planning. Review of the Student Representative Council and the school values are to be more aligned with student opinions of wellbeing. Building consistency across the school has been a priority of the leader's work. The successful development and implementation of PLCs, aligned with school improvement priorities, provide a clear line of sight between the SIP and classroom practice. It has been a significant driver of improvement work, with many staff valuing these sessions. As a result, agreements in mathematics, English and wellbeing have occurred, guiding teacher practice. The development of teacher capability in understanding assessment to inform planning and learning is ongoing. Leaders will continually support teacher use of assessment evidence to inform planning and build consistency of teacher judgement through professional learning and time within PLCs.

Outcomes from the External School Review held in November 2022

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

- Direction 1** **Strategically develop effective approaches to teacher planning of differentiated learning and assessment.**
- Direction 2** **Further develop instructional leadership practices that support the achievement of school priorities, consistency of practice and student outcomes.**
- Direction 3** **Further develop authentic opportunities for student leadership and voice in learning that strengthen a culture of learning and high expectations of achievement for all.**

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, Gilles Street Primary School will be externally reviewed again in 2025.**



Roy Page
Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools