

# External School Review - Stansbury 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 March 2020.

The site improvement plan is central to the improvement work across the school. Staff have been involved in range of processes to build collective ownership of the plan through designated staff meetings to analyse, monitor and review the progress of the site improvement plan. As part of the process success criteria have been refined. Teachers believe their input and feedback are valued as part of the review process. Teachers are asked to commit to action, implement actions and provide feedback of the outcomes of these actions. Performance development processes are aligned to the goals in the plan. Data is a focus of these meetings to improve outcomes for students. Staff have established an assessment schedule and progress data is readily available to all. The school has undertaken and actively participates in a range of professional learning opportunities which is evidence-based and aligned to the priority in the improvement plan using external and internal expertise. There has been the use of a mentor text to focus learning and collegiate discussions. Teachers have been building their capability to effectively use high impact teaching strategies including learning intentions, provision of feedback to inform next steps, explicit teaching and gradual release of responsibility. There has been a focus on building collective understanding and effective practices to develop student agency using individual learning goals. Teachers are working with students to ensure they know their goal and what they are doing to achieve the goal. Students are increasingly being involved in setting these goals with their teacher. One strategy being used with students to monitor their progress towards achieving their goal is to video themselves reading and while viewing their attempt decide what they need to work on and then compare their ideas with the teacher to discuss next steps.

## Outcomes from the External School Review held in June 2023.

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

- Direction 1**      **Strengthen collective practices in the effective use of learning intentions and success criteria to support students to have a clear understanding of the learning and improve achievement.**
- Direction 2**      **Build on the informal processes to continue to strengthen teacher capability through more formal processes of collegiate sharing and collaboration with clear structures and documentation.**
- Direction 3**      **Strengthen collective understandings and practices of high expectations to effectively differentiate learning with increased rigour and engagement to improve outcomes for students.**

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



**Roy Page**  
Director  
Review, Improvement and Accountability



**Julia Oakley**  
Executive Director  
System Performance

