

External School Review

Dernancourt 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 April 2019.

The newly appointed leadership team have supported teaching staff to refine effective pedagogies and develop high yield teaching strategies. The staff have worked cohesively to create a school improvement plan that is embedded and reviewed. Teaching staff work collectively to share pedagogy and collaborate on school improvement initiatives. A consistent approach for goal setting has been introduced to allow students to self-reflect and evaluate their learning achievements.

The strengthening of learning design and moderation to build teacher capacity in creating rich learning experiences continues to be an area of focus. There is an embedded, high impact synthetic phonics program consistently taught to students in the junior primary, resulting in an upward trend of student achievement. Teachers use the department units of work and are at the early stages of promoting task design that promotes stretch and challenge based on multiple data measures. Students are tracked and monitored with their writing progress using an evidence-based assessment program.

Formative assessment practices that track individual student progress are used throughout the school as check-in points for student engagement. Task design that provides students with opportunities to be challenged and stretched, is an area of continual review.

Performance development processes are conducive in developing staff capability. Effective, timely feedback to staff has been a priority of the new leadership. Staff critically reflect on their pedagogical practice and make adjustments based on feedback provided. Differentiated support and targeted professional learning is provided to all teachers.

Outcomes from the External School Review held in August 2023.

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

- Direction 1** **Strengthen student learning goals aligned to curriculum progressions and develop student feedback processes that support students to critically reflect on their learning.**
- Direction 2** **Strengthen staff collaboration by developing a PLC structure that allow teachers to analyse data and student learning evidence to inform ongoing practice.**
- Direction 3** **Collaboratively review task design and learner output, particularly with high achieving students, to promote a culture of high expectations on student 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, Dernancourt Primary School will be externally reviewed again in 2026.**



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