

External School Review - Tanunda 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 2019.

The school has recently developed common agreed values and reviewed the vision with the school community. The values are evident and explicitly taught across the school. The directions have been important in shaping the improvement work since the last review. Actions taken include the whole-school implementation of learning intentions and success criteria across learning areas and 'bump it up' walls for students to know how to improve their work in writing. Staff have been involved in a range of processes to review and evaluate the impact of the improvement focus areas. These processes are continuing to evolve through analysis of whole-school data, the development of teams, supported by a teacher leader, to monitor and review the implementation of actions related to each goal. Teachers are using data to target the learning to support students' learning needs. There was evidence of how teachers are working towards differentiating the learning. Student success is celebrated and learning goal setting occurs across the school. There were a few examples where teachers use an inquiry approach to build challenge in student learning. The use of learning intentions and success criteria are expected practices for students to build clear understandings about the learning. Teachers are continuing to improve their data literacy across all aspects of learning to inform planning and target teaching. This is supported through a central database, an agreed assessment schedule, data collation by leadership, teams analysing cohort data. Teachers articulated a range of strategies they are using to provide effective feedback to students. It is evident that students are at the centre of decisions taken across the school and teachers are working to provide quality learning design and outcomes for students.

Outcomes from the External School Review held in February 2023.

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

- Direction 1** **Strengthen effective whole-school processes in the use of data to plan, assess and moderate, across learning areas, to build common understandings and consistency of judgement.**
- Direction 2** **Implement a cycle of informal and formal feedback to strengthen the rigour of performance development processes to continue to build staff and leadership capability.**
- Direction 3** **Strengthen the consistency of teacher practice through the development of processes which support critical collaboration which impact on improved learning outcomes for all 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, Tanunda Primary School will be externally reviewed again in 2026.**



Roy Page
Director
Review, Improvement and Accountability



Julia Oakley
Executive Director
System Performance

