

External School Review

Cowandilla 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 October 2019.

The leadership team provided significant documentation and evidence of how they have addressed the previous external school review directions. They have continued to build alignment and make explicit connections with staff to enhance the line of sight from the improvement plan to classroom practice. Extensive review and evaluation of processes and practices are embedded across the school.

A framework has been implemented to support professional learning teams. This has been further enhanced by the leadership team working closely with teacher teams and each other to monitor progress. Data and learning evidence have informed the next steps for planning and explicit instruction. Professional learning teams have reflected on the impact of their teaching practice and made appropriate adjustments to improve student learning outcomes. Student portfolios have been shared within the teams to provide further evidence of impact.

Teams target students to form the basis of data discussions and inform task design and planning for differentiation. Pre and post teaching cycle assessments are implemented to identify next steps for student learning. Literacy and numeracy coaches have been utilised to model different levels of questioning and effective teaching practice. The gradual release of responsibility approach of 'I do, we do, you do' is used to support staff and students to be able to work with new concepts independently.

Student agency in learning design has occurred through ongoing goal setting in English and Mathematics. This occurs in a three-way interview in term one and a check in of goals again with parents and students in term two. This work will continue to be reviewed and strengthened, identifying the timing, content, review and outcomes for the goals. Students share their goals with their families. Learning intentions are consistently used in classrooms. This will continue to be a focus along with using success criteria to enhance student understanding of how they have been successful.

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** Develop common understandings about the use, review, timing, and content of learning goals to increase feedback opportunities for teachers and students.
- Direction 2** Strengthen and embed PLT improvement cycles of learning with a focus on differentiation, curriculum planning and assessment that aligns with school improvement plan goals.
- Direction 3** Increase student agency by strengthening student feedback processes about their learning that provide opportunities for two-way feedback between teachers and 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, Cowandilla Primary School will be externally reviewed again in 2026.**



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