

External School Review – Para Vista 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.

Teachers regularly monitor the implementation of the school improvement plan actions during staff meetings and Professional Learning Community processes and as a result actions from the School Improvement Plan are implemented. Students' phonic and sound knowledge is regularly monitored, and teachers use these assessments to group students and adjust phonics instruction. Whilst teachers were able to discuss the impact of some changes they have made to their practice; they were unable to articulate the impact of all changes made to teaching. Monitoring the impact of changes made will allow teachers to adjust their instruction, when required.

Since the last school review, the school has focused on building teacher capability through developing the use of learning intentions and success criteria to support students to monitor their learning. As a result, most students can identify how they use learning intentions and success criteria to improve their achievement. Teachers also use modelled texts to explicitly teach reading and comprehension strategies and a defined scope and sequence to teach phonics to support continuity of practice.

Teachers are working in Professional Learning Communities to collaboratively improve practice. Each team has developed a challenge of practice to improve student achievement in reading, the focus of the SIP. Professional Learning Communities are improving teachers' ability to use quality texts to teach reading and support the introduction of a phonemic awareness program from R-4. Teachers also use and adapt the Department units of work particularly in mathematics, to support the development of a guaranteed and viable curriculum.

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 the use of assessments to enable targeted teaching, ensure students know their next steps and are challenged in learning.**
- Direction 2** **Strengthen processes to ensure staff receive and implement useful verbal and written feedback from leadership, peers, and mentors to build teacher capability and accelerate student learning.**
- Direction 3** **Collectively define and develop high expectations for behaviour that use strategies to enable students to self-regulate and engage in learning to increase achievement for all learners.**

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



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