

# External School Review

## Woodend 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 November 2019.

The school has actively engaged with the previous external review directions in a purposeful and intentional way. Strategically designed site-based processes have been developed and provided clarity to the improvement work. They have strengthened review of the Site Improvement Plan through all stakeholders engaging in the termly review process. An R-6 curriculum team, consisting of leaders and teachers, works collaboratively to design professional learning for staff and lead much of the learning at staff meetings and pupil free days. This is directly influencing pedagogy in professional learning teams and consequently teacher practice in the classroom.

Professional learning teams are collaborative and purposeful, with tight agendas that are clearly linked to the Site Improvement Plan. Structured time for collaborative data analysis is a reoccurring feature of these meetings as well as a commitment to action for future meetings. Cross sharing of professional learning teams is still in its early stages and the school is looking to broaden the opportunities for all professional learning teams to learn about each other's progress, successes and challenges.

Staff are released to connect with other colleagues in the partnership through curriculum intensives and this is helping to build their capability and the capability of others they work with. The school is working to strengthen student agency through using strategies such as reflection and metacognition. This work is evolving and ongoing.

Using Learning Intentions and Success Criteria continues to be a focus and more classes are using them with greater frequency as a high impact teaching strategy. The student voice in learning team is engaged in authentic opportunities to provide observations and feedback is being provided to classes on the use of a growth mindset and perseverance when learning becomes challenging.

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

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

- Direction 1** Strengthen and embed a consistent, whole school evidence based pedagogical approach to the teaching of maths and english R-6, ensuring consistency of high-quality teaching practice.
- Direction 2** Build and strengthen processes and structures for the provision of feedback, including documented peer and leader walkthroughs and observations, affirming good practice and challenges for future practice.
- Direction 3** Build, enact and embed a whole of school consensus on what high expectations are, with a focus and agreement on what high expectations of learning look like, R-6.

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



**Debbie Grzczkowski**  
Acting Director  
Review, Improvement and Accountability



**Julia Oakley**  
Executive Director  
System Performance

