

External School Review

Cobdogla 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

Direction 1 - To ensure greater student equity and a balanced teaching and learning program, collaboratively develop and implement whole-school literacy and numeracy agreements with a focus on literacy and numeracy progressions.

- Developed whole literacy and numeracy whole school agreements
- Implementation of a teaching and learning cycle
- Literacy and numeracy progressions professional development - scope and sequence documents are used by most staff
- Learning walks and classroom observations indicate agreements are being enacted.

Direction 2 - With a focus on visible learning, build the capacity of teachers to personalise learning experiences that provide for the individual needs of all students and engages and challenges them in their learning.

Direction 3 - To engage and intellectually challenge every learner, collaboratively develop and implement a consistent whole-school approach to formative assessment and learning design.

- Learning Walks and classroom observations indicate agreements are being enacted
- During Learning Walks, student voice was evident as they were able to articulate the learning intention and success criteria during reading groups.
- Learner dispositions have improved with students demonstrating independence, enthusiasm, and confidence.
- Shift in teacher pedagogy/practice - higher level of planning to ensure stretch and challenge.

Direction 4 - To enable students to be active participants in their learning, develop and implement a whole-school approach to student agency that enables teachers and students to work collaboratively to reflect on and improve teaching and learning across the whole-school. Some teachers demonstrate high levels of student agency - such as regular conferencing, personalised learning, development and reflection on learning goals.

Outcomes from the External School Review held in September 2022

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

- Direction 1** Collaboratively implement an Australian Curriculum scope and sequence that ensures continuity of learning and equity of access for all students.
- Direction 2** Improve the quality of teaching and learning through instructional leadership strategies that provide a clear line of site between improvement goals and teacher practice in every classroom.
- Direction 3** Build teacher capability to use formative assessment effectively to engage students in their learning, their next steps and what they need to do to improve.

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, Cobdogla Primary School will be externally reviewed again in 2025.**



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