

External School Review - Darlington 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?

Impact of directions from the previous External School Review in May 2019

Darlington Primary School has undergone a significant turnover of staff including leadership, since their last External School Review. One of the new principal's roles has been to review and establish clear structures, policies and practices, that will support the ongoing improvement work around the Site Improvement Plan. The current leadership team has been working with the staff to refine the current School Improvement Plan and concentrate on the one goal of reading improvement, rather than add an additional goal (numeracy) in the same year. The school has started to review the School Improvement Plan collectively, and more regularly, using a disciplined dialogue process this year, to help look at the data in a different way. The school has worked collaboratively with the Principal Consultant recently to build staff capability when looking at student data and specifically tracking student progress and being more responsive to the data, when required. The school has also undertaken professional learning in using High Impact Teaching Strategies and all staff have been involved in undertaking a sprint cycle where they trialled two of the High Impact Teaching Strategies in their classroom, then shared successes and challenges with a colleague. Much of this work is still in its infancy and will continue to be a focus, going forward into the next year with the aim of embedding High Improvement Teaching Strategies in all classrooms. The school is currently creating a literacy agreement, with the aim of it becoming a clear and concise document that will be used by all staff as a roadmap of the types of agreed evidence-based programs and pedagogies that the school will use, to drive improve learning outcomes for its students.

Outcomes from the External School Review held in November 2022

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

- Direction 1** Build and strengthen staff capability in use of evidence-based pedagogical practices in Literacy and Numeracy, through planned and intentional professional development, that supports high quality teaching practices.
- Direction 2** Establish and embed structures and processes that facilitate and foster regular professional dialogue and shared achievement, to build collective ownership and commitment to action of SIP goals and challenge of practice.
- Direction 3** Build and foster a strong and collegiate school culture, that creates authentic opportunities for students, staff, and school community voice, to create a collective vision of high achievement and success.

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, Darlington Primary School will be externally reviewed again in 2023.



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