

External School Review – Elizabeth South 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 August 2019.

To enable a strong focus on learning, the capability of all staff to support student learning and well-being has been built through training in the Berry Street Education model. Teachers described trauma-informed supportive strategies and scaffolds, including breakfast club, brain breaks, and students identifying and addressing zones of regulation to support their learning. Student well-being leaders are responsive in providing additional support to staff. An updated Learning Code with a developed behavioural toolkit for staff gives staff, students, and parents clarity on behavioural expectations. This year, a Complex Social Emotional Behaviour (CSEB) class is being trialled to support students with complex social and emotional behaviour. These and other practices provide a calmer focussed learning environment and a developing common language of support. Other measures implemented include Management of Actual or Potential Aggression (MAPA) training for staff, nonviolent crisis intervention training and refinements to the Complex Social and Emotional Behaviour (CSEB) class. Evidence of student behaviours shows a dramatic drop in poor behaviours in most categories.

Leaders and teachers described measures implemented to build their capability to effectively differentiate learning to meet a wide range of student needs. A student support leader works alongside teachers to help strengthen One Plan goal setting. Targeted professional learning has supported teacher effectiveness in using data to guide learning and task design using the Teaching and Learning Cycle and scaffolds for planning. Further professional learning for staff has built staff capability in implementing student group rotations, explicit teaching, cognitive load theory, growth mindsets, student conferencing, formative feedback and questioning and small group instruction. A coaching program to support the improvement of the practice of teachers and SSOs incorporates peer and leadership observations and constructive feedback. Teachers and Student Services Officers (SSO) implement intervention strategies that support various student groups.

Student voice across the school is evident in the many student action teams within the student leadership group. Students described how class meetings provided opportunities to communicate with their class representatives on issues. Teachers provided examples of students given more significant opportunities to shape their learning by co-designing their learning goals in reading with teachers. Some teachers are using student feedback to look for improvements in their practice.

Outcomes from the External School Review held in May 2023.

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

- Direction 1** Provide authentic contexts for learners through integrated learning that recognizes all students' current skills and abilities and ensures deep learning and knowledge transfer.
- Direction 2** Extend and strengthen staff capability to meet learner needs through a coaching and mentoring model.
- Direction 3** Further develop structures and consistent processes that support staff and students' wellbeing for teaching and learning.

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



Roy Page
Director
Review, Improvement and Accountability



Julia Oakley
Executive Director
System Performance

