

## External School Review – Balaklava 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 March 2019

The school reported a more rigorous internal review process including the School Improvement Plan, and achievement data is shared and reviewed at staff and SSO meetings. The Local Education Team is working with school staff on action plans which are reviewed by leadership and these plans inform staff meeting agendas. The school leadership has engaged the Literacy Guarantee Unit expertise to build the capability of staff to deliver evidenced-based programs in literacy. The Literacy Guarantee Unit work is ensuring a consistent and improved approach to teaching reading and phonics. The principal is working on a strategic, decisive leadership approach. Professional learning is targeted to the refined School Improvement Plan and there is continual work with the Local Education Team to review the External School Review directions. There is a more cohesive and collective responsibility across the school in relation to improvement work. A mentoring and coaching model has been developed and has shifted staff mindset. Staff meetings have a reduced administration focus and now aligns to school improvement and professional learning. Teachers are using effective, researched-based teaching, and learning pedagogies and this has seen improved student outcomes. Processes are clear for the teaching of Phonics and students have a guaranteed and viable spelling curriculum. Data as well as scope and sequence drive the teaching. Staff meetings and conversations are constantly around spelling improvement and there is consistency and coherence in this approach. The school has identified staff and student feedback as next steps, and also identifies the need for parents to be more connected to their students learning.

### Outcomes from the External School Review held in November 2022

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

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| <b>Direction 1</b> | <b>Build capacity in teachers to design and differentiate the learning for all students by developing statements of expectations of the High Impact Teacher Strategies that will challenge and improve student outcomes.</b>   |
| <b>Direction 2</b> | <b>Develop processes and accountability through structured PDP discussions that ensures a guaranteed viable curriculum exists that promotes high expectations for all learners.</b>  |
| <b>Direction 3</b> | <b>Promote a culture of high expectations and accountability for all learners by developing and documenting a shared understanding of expert teaching practice that includes regular feedback and authentic student voice.</b> |

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



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