

External School Review

Long Street 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 April 2019.

The school has made progress in creating consistent approaches for developing student reading capability, as part of a refined school improvement plan for 2023. The introduction of a synthetic phonics program into the junior primary, phonics resources for the primary students, as well as targeted phonics professional learning has resulted in an upward trend in student phonics achievement. A newly constructed spelling and vocabulary instructional resource has been created, to promote consistency of practice. Planned teacher peer observation is an area of continual focus. Staff have received opportunities to be observed and receive feedback through informal, invitational processes. Formalising teacher observation, linked to the performance and development processes will continue to be a focus area of the school under the guidance of a newly appointed leadership team. Professional learning is structured for staff to review best practice, with an alignment of school improvement priorities. Feedback for learning continues to be an area of review. Staff are at the early stages of tracking and monitoring student progress in literacy and numeracy, using centralised data collection. Data sets are used to support ability groupings for phonics intervention. Staff have made a commitment for staff to use multiple data sets to inform differentiated instruction. Formative assessment processes that inform differentiated instruction, as well as feedback to students that empowers them to reflect on their learning, continues to be an area of development.

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 teacher engagement in the collection, analysis and review of student data and evidence as a means for ongoing task design and differentiation.
- Direction 2** Strengthen feedback processes for teachers that guides them to reflect on their pedagogy to improve student learning outcomes.
- Direction 3** Develop processes for teachers and students to review task completion against identified success criteria, to promote engagement and a culture of high expectations.

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



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