

# External School Review

## Thiele 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.

The school has developed a range of approaches to ensure a shared understanding of the school improvement plan through regular monitoring and analysis of data. Actions include utilising pupil free days and staff meetings to analyse data, set success criteria and plan and review improvement decisions. Updates are regularly shared with Governing Council who are able to articulate the current school priorities. Teachers provide feedback about the direction of improvement work through the committee. Professional development plans are aligned to the improvement priorities. Extensive data collection allowing deep analysis of the effectiveness of priorities has enabled staff to make links to the importance of data informed teaching to monitor student achievement. A data wall ensures that all students are tracked and monitored and individual intervention occurs. Quality teaching and learning across the school is built through a low variance curriculum resulting in whole school approaches to the teaching of reading, writing and spelling. A school-based literacy coach model and observes teaching practice and provides written feedback to ensure consistent approaches. Additionally, a coach from the Literacy Guarantee Unit works in partnership with the school to ensure approaches to reading and writing are taught with fidelity. Leaders undertake regular classroom walkthroughs and provide feedback to teachers about their pedagogy. Learning intentions and success criteria are used in some classes and are referred to by teachers, using alternative terminology. Explicit direct instruction pedagogy is used to teach literacy and students understand what their next steps in learning are for them. The school is developing strategies to involve students to a greater extent in their learning by reflecting on the use of success criteria, so that students understand what they need to do to be successful. Ready to learn plans in most classes assist students to recognise and regulate their feelings ensuring successful learning. A range of data collection and analysis has occurred which enables teachers to use data to inform class groupings and to monitor student progress. Teachers follow an assessment schedule and data is reviewed collaboratively to identify next steps in teaching. A Department for Education consultant supports staff to analyse student writing samples and teachers moderate these to ensure consistency and clearly establish next steps for student writing progress. Differentiation of teaching practice within classrooms and providing stretch and challenge for learners is occurring through the focus on data collection and this continues to be an area for growth.

### Outcomes from the External School Review held in October 2023.

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

- Direction 1** Strengthen the student learning goal setting processes, with increased student involvement, to ensure greater ownership and agency in learning.
- Direction 2** Strengthen teacher understanding of the professional learning community process, using a clearly documented system, to drive progress towards school improvement plan goals.
- Direction 3** Incorporate high impact teaching strategies into planning, teaching and assessment to allow for high engagement and achievement for learners.

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



**Roy Page**  
Director  
Review, Improvement and Accountability



**Julia Oakley**  
Executive Director  
System Performance

