

External School Review - Mitcham 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 June 2019.

The School Improvement Plan is central to the improvement work across the school. Joint ownership of the plan has been built over time. Year level team members are represented on the School Improvement Plan executive and there are processes in place to consult widely through these team members and at staff meetings. Teachers believe their input and feedback are valued as part of the review process. Performance development processes are closely aligned to the goals in the plan. Data is increasingly a focus of these meetings to improve outcomes for students. There is a whole school approach to the collection of data and recently a school-wide database has been established for staff to use to inform teaching and planning. The school has undertaken and actively participated in a range of professional learning opportunities which have focused on learning design particularly in Science, Technology, Engineering and Mathematics learning areas. Teachers have been building their capability to support differentiation to best support the needs of students. The writing focus using the Brightpath tool has supported teachers to focus on next steps in learning and moderation processes. Leadership have supported this work through providing significant release time for collaborative planning for the learning teams. Performance development processes have continued to strengthen and evolve providing increased clarity of purpose, clear links to student outcomes and the provision of guidance for next steps in learning. Leadership have conducted focused classroom walk throughs engaging with students about their learning and providing feedback for teachers about the teaching and learning.

Outcomes from the External School Review held in March 2023.

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

- Direction 1** **Establish collective understandings and effective practices to set and monitor individual students' next steps in learning.**
- Direction 2** **Build the rigour and collective capability of staff in the analysis of data across cohorts, whole-school and like schools, to inform their planning and the progress of the improvement work.**
- Direction 3** **Identify and implement effective practices which promote authentic and purposeful student thinking in the 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, Mitcham Primary School will be externally reviewed again in 2026.**



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