

# External School Review - Seaford Rise 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 has worked hard on the previous ESR directions and talked to examples of key pieces of work they had focused on. There has been a big cultural shift where all staff are taking on the collective responsibility to drive further improvement. Teachers are collecting more evidence of student growth through extensive data collection, to determine next steps. Greater collaboration around sharing school and cohort data with colleagues is evident. There is also a greater focus on higher band students, through vehicles such as professional learning communities (PLCs) and year level teams. Staff are engaging in the use of high impact teaching strategies (HITS) and a coaching cycle, particularly in Maths. They are actively involved in observing modelled lessons, teaching a unit of work using HITS and then receiving targeted feedback through a debrief process. There is a close alignment between the SIP goals and actions and the teaching that is being undertaken in the classroom. Teachers have taken on ownership of the SIP and have regular check-ins with the leadership team, to monitor distance travelled and to ensure fidelity of the classroom practice. The leadership and inclusive education team are reviewing one plans and looking strategically how targeted support is best provided with the resource profile available to them.

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

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

- Direction 1** Strengthen and embed the use of high impact teaching strategies to further build staff capability in delivering quality teaching with high challenge and stretch.
- Direction 2** Refine and recalibrate PLCs processes and structures, building staff capability in the delivery of high level task design and differentiation, to ensure optimal learning outcomes for all students.
- Direction 3** Strengthen and build staff capability in use of quality, differentiated teaching practices, to ensure high quality, inclusive education practices and curriculum entitlement, for all students with additional needs.

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



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