

# External School Review

## Loxton 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 September 2019.

The school's leadership team provided significant documentation and evidence of how they have addressed the previous External School Review directions.

The focus on data has resulted in whole school systems and processes for sharing and analysing data in a collaborative manner. An assessment schedule has been developed and collaborative school improvement teams work together to utilise data to inform next steps in teaching. Data is stored in a central area and can be accessed by all staff.

Pedagogical coherence and differentiation have occurred with the teachers utilising the Department for Education units of work, particularly in the area of Maths initially, and then moving into other areas of the curriculum. This was done with the support of the Curriculum Lead. Term overviews were introduced and have been adapted to Department guidelines. Staff collaboratively developed and reviewed statements of practice in Maths and English to ensure consistency across year levels.

Behaviour Education approaches were also implemented through a whole school social learning program and the recommended approaches have been applied to all classes. The behaviour policy has also been reviewed and ratified by the school. Consultative approaches were undertaken to develop school vision and values since the last External school review. Values are embedded across classrooms and are explicit in the behaviour expectations of the school. Staff culture has strengthened with improved perspective survey data. Professional Development Plans goals are aligned to teacher standards, and school improvement goals.

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

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

- Direction 1**      **Strengthen capability and common understandings about the use of formative assessment and feedback to monitor and track learning ensuring teaching practices are adjusted to meet student needs.**
- Direction 2**      **Continue to strengthen and embed data informed SIP teams to drive improvement, monitor and reflect on school improvement priorities, improve pedagogy, assessment and differentiation for all learners.**
- Direction 3**      **Develop common understandings about the use, review, timing, and content of learning goals for all learners to improve learning outcomes and develop student agency for all groups including Aboriginal learners and priority groups.**

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



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