

# External School Review

## Glen Osmond 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.

Professional Learning Communities have been strengthened and enhanced by the portfolio focus. The Professional Learning Community model has been used within the school to engage teachers with assessment and moderation processes with a focus on maths. Release time is provided for year level teams to meet and reflect on previous learning and plan collaboratively for the next teaching and assessment cycle. The Department units have assisted this work in maths and a coordinator has been appointed to further support ongoing work.

Using evidence-based strategies writing approaches has deepened teacher pedagogical and content knowledge, supported clearer instruction, assessment and goal setting for students, and enabled teachers to provide challenge and stretch. Revising understandings about differentiated practice and the waves of intervention have allowed for a review of teacher expectations in relation to in class support. This has resulted in a move towards quality differentiated teaching practices. Students with functional needs are supported by One Plans. Zones of regulation approaches and support from the Autism Inclusion Teacher have further developed differentiated practice.

### 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**      Develop agreements about the use, review, timing, and content of student learning goals to increase feedback opportunities and agency for students.
- Direction 2**      Develop a consistent approach to formal teacher classroom observation and timely feedback processes, to further support effective teacher reflection and improvement of practice.
- Direction 3**      Build on the commitment to collaboratively incorporate relevant high impact teaching strategies into shared planning, teaching and assessment to allow for high engagement and achievement of all 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, Glen Osmond Primary School will be externally reviewed again in 2026.**



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