

External School Review - Black Forest 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 May 2019

There has been improvement in student achievement over the past 4 years with an overall NAPLAN increasing from 0.61 to 0.75 in reading and 0.56 to 0.67 in numeracy. The school has implemented strategies that have empowered teachers and leaders to access, analyse, track and monitor student progress. Self-review of the School Improvement Plan enables monitoring of the improvement journey. Consistency in curriculum delivery continues to be a work in progress. The school has implemented an effective kindergarten to reception transition programme. Developing smooth and consistent transition experiences between year levels in particular year 2 to year 3 and year 4 to year 5 is an area for further development. Continuity of curriculum scope and sequence and consistent processes and expectations will assist in providing a more seamless transition. There continues to be variability between classes with the implementation of high impact teaching strategies across the school. Teachers collaboratively analyse and track a wide range of student data to make decisions around the next steps in learning. However, there remains variability in the consistency of this across the school and the quality and challenge of the differentiated learning being provided. Teachers have a collective understanding of what high expectations mean in theory for leadership, teachers and students across the school. However, there is variability in just how these are reflected in the teaching and learning. An opportunity exists to developing and implement a clear and consistent whole-school understanding of just what high expectations mean at Black Forest Primary school.

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** **Consistently implement, in every class, a whole-school literacy and numeracy scope and sequence that effectively caters for the learning needs and next steps in learning for every student.**
- Direction 2** **Develop a strategic leadership plan with clear processes, expectations and collective responsibilities for implementing consistent teaching and learning practices across the school.**
- Direction 3** **Provide stretch and challenge for all students by developing and implementing a clear and consistent whole-school agreement about what high expectations of achievement mean for leaders, teachers and students.**

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, Black Forest Primary School will be externally reviewed again in 2025.**



Roy Page
Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools