

# External School Review – Renmark 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 July 2019.

Staff have developed a common understanding of school improvement plan actions and their implications for learning design and self-review, through a range of measures. The engagement of teachers in the school improvement plan process is strengthening. Performance development plans are aligned to school improvement actions, progress is reviewed each week by the leadership team and there are whole staff SIP review meetings twice per term.

Impact teams have been used purposefully since the 2019 external review and professional development aligned to these has supported school improvement goals. Evidence in reading data shows these teams have had measurable impact. In 2023 the positive behaviour for learning process has become the whole staff professional learning focus. Positive behaviour for learning is already gaining traction and benefits are being recognised by staff, students and parents. There is also an opportunity for development of the next wave of professional learning teams to align to the school improvement plan and drive progress towards the learning goals.

Students understand the concept of learning intentions and success criteria and these are clear throughout the school. There is some use of bump it up walls and examples of learning goals, however, there was limited evidence of students having authentic influence in their learning.

The use of data to set up differentiated learning groups was observed, especially in the junior primary classes. Teachers reported that they appreciated now being more involved in school improvement plan processes which supports effective working relationships.

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

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

- Direction 1**      **Strengthen the quality and consistency of teaching and learning through ongoing analysis of student data, critical analysis of current pedagogy and effective evaluation of the impact of changes in pedagogy on student learning.**
- Direction 2**      **Strengthen the quality of teaching through strategic development of leadership capability with a deliberate focus on professional learning that enables staff to lead learning, mentoring, and coaching.**
- Direction 3**      **Strengthen the use of student voice to ensure students are active participants in providing and receiving feedback about their learning to enable them to co-construct and monitor their learning goals.**

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



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Review, Improvement and Accountability



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Executive Director  
System Performance

