

# On Track Evaluation – Seacliff 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 November 2021.

The Seacliff Primary School leadership team, in partnership with the Local Education Team (LET) and staff, has shown a sustained focus on responding to the 2021 External School Review (ESR) directions.

Staff have ownership of the School Improvement Plan (SIP) and this is aligned with individual performance and development plans (PDP) and whole staff professional development (PD) to build a culture of collective responsibility focusing on improvement.

Sue (principal) has developed a system that builds teacher capability, responds to data and monitors processes to improve student learning. Staff value the weekly professional learning team (PLT) work that monitors progress at whole school, year, class and individual student levels. The PLT process also provides opportunities for building teacher capability through regular spotlights on exemplary pedagogy.

Staff view connected performance development structures that link classroom observation and feedback to PDPs as an opportunity for further growth and talked about being ready for this to be programmed into the school's PD system.

Classrooms show clear links to the school focus on high impact teaching strategies (HITS) with learning goals prominent on student desks while learning intentions and success criteria are clearly displayed. Students can articulate these elements of their learning. Appropriate, consistent year-level scaffolded material supporting school priorities, behaviours for learning and classroom routines are evident in all learning areas.

Teachers reported consistency of teaching and learning in literacy across junior primary classes and said this has provided a foundation for growing consistency in year 3 to 6. The literacy agreement has been a major piece of work and development of a numeracy agreement will be the next step for leaders and teachers as the school continues to develop consistency from reception to year 6.

There is a range of evidence of staff improvement work, including PLT journals that document step 4 and 5 processes and record the school's response to the previous ESR directions. Further embedding of agreements from reception to year 6 and development of a clearly communicated whole school understanding of high expectations and cognitive challenge will lift quality and consistency of pedagogy to a higher level.

Staff are included and supported in the ongoing improvement of teaching and learning and described opportunities for robust conversations about pedagogy that enable them to have genuine influence in the design of school agreements.

Students said Seacliff Primary School is a good place to learn and that they have a number of avenues to fill leadership roles. They did, however, provide feedback that they are not regularly stretched in their learning and opportunities to provide feedback to their teachers about their learning are not available.

Parents interviewed are happy with the direction of the school, although, they think there is room for improvement in the consistency of teacher quality and that feedback from teachers is variable. Parents appreciate the work that is being done to improve the school from teaching, learning and wellbeing perspectives and value the work undertaken to improve the quality of learning experiences for neurodiverse students.

## 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 achievement data, critical analysis of current pedagogical practices and effective evaluation of changes in pedagogy on student learning.
- Direction 2**      Improve student achievement through the consistent implementation of high impact pedagogical practices with high cognitive challenge that includes authentic opportunities for student voice in learning design.
- Direction 3**      Improve the quality of teaching through a strategic focus on instructional leadership, formal classroom observation and feedback practices, improved collaboration, and high levels of accountability.

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



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