

External School Review - Thorndon Park 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 December 2019.

Staff were involved in the development of the school improvement plan and as a result demonstrated ownership of the plan. The school improvement plan is regularly reviewed by teachers and performance development plan goals and conversations are aligned to the plan. The principal frequently visits classrooms to observe practice and provide teachers with feedback, particularly in relation to school improvement plan initiatives. Teachers work in professional learning teams focused on implementing the identified priorities, resulting in changes to classroom practice. Processes are in place to monitor the impact of these changes on student learning. Teachers are using a range of assessment tools and school performance evidence is being accessed to support differentiation. Some teachers and students explained that this allows for literacy rotations tasks to differ to cater for individual student needs. Teachers are tracking and monitoring 6 higher band students to ensure they are stretched and challenged in their learning. To support task design that caters for all learners, staff have participated in professional learning related to low floor, high ceiling mathematics tasks. In addition, teachers are using a common task design template for planning Deep Learning, an inquiry-based program. Professional learning teams have focused on high impact teaching strategies including questioning and formative assessment. Junior primary students have learning goals visible in classrooms. Teachers are effectively using learning intentions and success criteria to develop students' understanding of the main points of a lesson. Rubrics are also used effectively in the upper primary with some teachers working with students to co-construct success criteria. This is providing students with the opportunity to monitor and assess their own learning.

Outcomes from the External School Review held in February 2023.

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

- Direction 1** **Strengthen processes for the provision of feedback to ensure students know their next steps in learning and are using feedback to self-reflect and improve their achievement.**
- Direction 2** **Strengthen and embed opportunities to consolidate and document effective teaching practices to ensure expected practice is known, retained, and implemented consistently across the school.**
- Direction 3** **Strengthen processes and procedures which enable teachers to collaborate and share practice R-6 to ensure coherence and continuity of teaching across the school.**

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



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