

External School Review - Kapunda 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 June 2019.

A pedagogical agreement that focuses on learning intentions, success criteria, differentiating learning and formative assessment, guides consistent practice. The effective, whole school use of learning intentions and success criteria supports students to understand how to improve their learning.

Professional learning targeted towards the use of formative assessment and the implementation of the Department for Education (DfE) units of work to cater for a diverse range of learner needs have supported teachers to differentiate their practice. Teachers are analysing a range of assessments including InitialLit, BliN, NAPLAN and PAT and Spelling Mastery to inform their practice and create student groupings and tasks, enabling differentiation. The embedded use of individualised student goals based on learning assessments provides opportunities for students to be stretched and challenged in their learning.

The school has focused on increasing authentic student agency through embedding the effective use of learning intentions, success criteria and goal setting enabling students to own their learning. Feedback from the analysis of assessments and work samples is provided to students to drive future learning goals. These goals are monitored by students and shared with parents. Students can articulate how they will achieve these goals and the process for determining future goals. Teachers are also using strategies such as bump it up walls and self and peer assessments to enable students to reflect on their learning and identify their next steps.

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** Provide opportunities for teachers to moderate in a range of subject areas to enable consistency and ensure the provision of assessment tasks which stretch and challenge students enabling high achievement.
- Direction 2** Continue to strengthen the use of high impact teaching strategies including learning intentions, success criteria, goal setting and differentiation to ensure they become sustained and embedded practice.
- Direction 3** Strengthen the connection with parents to ensure they are working in partnership with the school to support students to achieve their identified next steps in learning.

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



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