

External School Review – Magill 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.

The school has significant documentation and evidence of how they have addressed the previous External School Review Directions. They continue to build alignment of pedagogical models with school improvement planning and make explicit connections for staff to enhance line of sight from the improvement plan and classroom practice.

Collaborative planning teams have been used as a vehicle to improve teacher practice. Planning proformas have been developed and incorporate teaching and assessment cycles, formative assessment strategies and differentiated success criteria. The success criteria provide opportunity for students to demonstrate their level of understanding. Processes are in place to develop teacher confidence in using peer and student feedback to review and improve teaching practice. Professional learning is ongoing to develop authentic student agency in their learning.

Collaborative planning teams provide opportunities for staff to build and implement consistency across the site and year level teaching and learning experiences. Since 2019 teams and processes have continued to evolve, include data informed planning to strengthen differentiation and improve the teaching and learning cycles each year.

To build student resilience and persistence in challenging learning the school have developed student dispositions and attitudes towards learning. Strategies such as the development of growth mindsets, the learning pit and the power of yet have all been used to build student confidence to attempt and persist with challenging learning. Programs that develop social and emotional wellbeing have been implemented in a tiered approach to enable targeted support for individual student needs. The Well Being and Engagement data has been analysed with student leaders to build student agency and inform decision making and action team activities and programs.

Outcomes from the External School Review held in June 2023.

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

- Direction 1** **Implement processes R to 6 for continual feedback that informs individual goal setting and review.**
- Direction 2** **Leaders provide explicit feedback on planning that strengthens using student achievement data and prior knowledge to develop tasks with multiple levels of challenge and opportunities to develop metacognition to accelerate learning.**
- Direction 3** **Strengthen student agency through increased opportunities for student voice, purpose and self-efficacy 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, Magill School will be externally reviewed again in 2026.**



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