

External School Review

Kingston Community 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.

The school has two school improvement plan groups, each aligned to a school improvement plan goal. All staff are involved in a group and meet twice a term to track and monitor the implementation of school improvement plan actions. Appointed teachers lead the groups to drive improvement. Teachers have participated in professional learning in mathematics and differentiation. They have also facilitated learning sprints in numeracy and writing to refine teaching practice. A range of assessments are used to determine the impact of learning sprints including pre and post-tests. Teachers are committed to the plan and have their performance development plan goals related to its implementation.

A whole school agreement has been created to define differentiation and enable a common understanding. Teachers participated in whole school training and as a result the review panel observed the use of data to differentiate teaching. For example, primary teachers use phonics and spelling assessments to group students and determine work to be completed and scaffolds and visual tools are accessed by secondary students when required. Teachers are involved in moderation processes which support them to differentiate assessment tasks to ensure they cater for a range of student abilities.

Staff have participated in professional learning on the effective use of learning intentions and success criteria. Teachers are providing transparent learning intentions and success criteria to ensure students are supported by knowing what they need to learn. Whilst most students use learning intentions and success criteria to monitor and self-assess their learning, this is not consistent across the school. Some students have individual goals to support their learning, however this practice could be further developed to increase students' influence on their learning.

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** **Strengthen learner agency using learning intentions and co-constructed success criteria to determine individual learning goals to be monitored by staff and students.**
- Direction 2** **Strengthen processes to ensure leaders and peers observe in classrooms R-12 and provide explicit feedback to enable teachers to refine practice and further develop consistency across the school.**
- Direction 3** **To ensure high expectations for learning and behaviour, strengthen the use of school values so they are enacted by all and ensure the implementation of trauma informed strategies R-12.**

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, Kingston Community School will be externally reviewed again in 2026.**



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