

External School Review – Forbes 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 September 2019.

A high turnover in leadership in recent years has hindered some progress against the previous External School Review directions. The school's vision and values are not yet embedded with little ownership of them by students, parents and staff and limited impact on learning. However a current review is underway which is looking at revisiting and recalibrating the school values and vision with all stakeholders that is reflective of its multicultural school community.

To improve coherence for students in their learning through consistency of whole school teaching practices, the school has introduced an R-2 phonics programme supported by leaders and the local education team. Staff are using an agreed teaching and assessment approach in reading, across the school. The leadership team are supporting staff to ensure these approaches are being implemented with greater consistency and fidelity. In addition, the school is working on establishing a whole school literacy block agreement that will help build consistency of practice across the site.

In regard to monitoring and adjusting teaching practices to ensure all students are making learning growth against targets, teachers are beginning to analyse data with greater autonomy with a particular focus on reading. With support from the local education team and reading coaches, staff have been trained in taking reading assessments and analysing the data. This is assisting in building teacher capability and greater ownership of the data is helping to inform next steps in planning, teaching and 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** **Build and strengthen staff capability in using data to intentionally design and differentiate learning, including opportunities for challenge and stretch, ensuring high quality teaching and improved learning outcomes.**
- Direction 2** **Strengthen and broaden the use of evidence based, high-quality professional learning, closely aligned to site-based agreements, ensuring consistency and a continued narrow focus on improving learning outcomes.**
- Direction 3** **Facilitate and foster a culture of high expectations and continuous improvement, through building a consensus and common understandings of these key elements, with a sharp focus on learner achievement.**

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, Forbes Primary School will be externally reviewed again in 2026.



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Julia Oakley
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System Performance

