

External School Review – Hendon 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 November 2019.

Due to the relatively high turnover of principals to Hendon Primary, consistencies and progress against the previous External School Review directions has been variable. To ensure pedagogical coherence, the school has implemented and refined key documentation, such as literacy and numeracy agreements and an assessment and reporting policy. An established school planning committee, encompassing membership from a range of staff from different year levels oversee professional learning, school improvement plan implementation and strategic planning. The school improvement plan is used to guide the improvement work, with regular check in points for staff to review its impact. Progress monitoring documents are shared with staff to showcase high impact teaching strategies aligned to improvement focus areas.

Staff have worked cohesively on broadening learning design to create greater opportunities for differentiated learning. Students are provided with opportunities to be placed in groupings based on their learning ability, for a range of curriculum areas. Evidence based intervention programs have been introduced to cater for the learning needs for students who require additional support. Developing stretch and challenge for students is an area of continual focus and refinement.

Student agency and the consistent use of learning intentions, success criteria and individual learning goals continue to be an area of development. A range of feedback strategies are adopted throughout the school to guide students on their next steps in their learning. Student action teams are an integral part of providing a forum for student driven initiatives.

Outcomes from the External School Review held in June 2023.

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

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| Direction 1 | Develop a consistent approach for the creation of clear, explicit student learning goals and align feedback processes that promote students to self-reflect and evaluate their learning against intended success criteria. |
| Direction 2 | Strengthen the use of professional learning communities, maximizing collaboration, consistent pedagogical approaches and sharing of good practice to develop a culture of high expectations on student learning. |
| Direction 3 | Develop consistent approaches for authentic student agency in the co-construction of learning tasks to ensure learning is relevant and purposeful. |

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



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