

# External School Review – Urrbrae Agricultural High 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 February 2019.

The site improvement plan guides the improvement work across the school. Collective understanding of the plan has been built over time and the school has worked with staff and developed processes which involve staff in the implementation of the actions in the plan. A small group of staff have volunteered to participate as part of committee with leaders to monitor and evaluate the progress of the plan. Learning area leaders ensure that site improvement plan actions are reviewed as part of faculty meetings on a regular basis. Relevant data sets are used to inform goal setting. Staff have been involved in building their understanding of their responsibilities when implementing actions aligned to the plan.

Leadership have led evidence-based improvements in teaching through the promotion of school wide use of high impact teaching strategies. All middle leaders have undertaken training to support them to effectively utilize the expected strategies, learning intentions and success criteria and differentiation outlined in the site improvement plan. The school has offered targeted professional learning on differentiated approaches to teaching. All teachers have had access to this learning.

There has been a collective leadership approach to build teacher capability to examine and use data to be more responsive to the needs of students in their planning for learning. The PIVOT survey where teachers are seeking feedback from students to influence teacher practice has had a significant uptake in participation by teachers.

The school stated there is limited evidence of developing practices in student agency. Staff and leaders have had discussions about how this could be implemented but as yet this has not translated in to quantifiable practice.

## 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** Establish clear school wide expectations and build teacher capability in formative assessment practices to inform planning and support students to identify their next steps in learning.
- Direction 2** Build rigour into performance development processes, focusing on data informed practice and making explicit the implementation and evaluation of the actions taken, aligned to the site priorities.
- Direction 3** Strengthen the explicit use of the expected high impact teaching strategies using the existing expertise, to support differentiation in planning and student learning and engagement.

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, Urrbrae Agricultural High School will be externally reviewed again in 2026.**



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