

# External School Review

## Naracoorte 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 August 2019.

To support the implementation of the improvement works, challenges of practice and other pedagogical priorities, professional learning teams were established to allow staff to engage in focused, evidence-based development of the teacher practice needed to improve student achievement. Professional learning teams operate as sprint teams focused on processes that support teacher reflective practice. In 2022, they focused on the implementation of before, during and after strategies in reading during close reading. In 2023, they placed a greater focus on developing teacher capability in effectively using high-impact teaching strategies to support improved student learning outcomes. Several key agreements of practice, some still in draft form, guide teachers' work to ensure that all learners are supported by coherent pedagogy. Ambitions for learning clearly outlines agreed-upon school behaviours that will support the school purpose. A draft pedagogical agreement is developing, informed by staff sprints focusing on developing teacher practice in high-impact teaching strategies. Leadership has collaborated with staff to develop agreements of practice that support a learning environment that maximizes engagement, well-being for learning and achievement. The Wellbeing Agreement outlines key beliefs and agreements for teachers in developing a positive and supportive learning environment for all students. Documents aligned to the school's purpose were displayed in most classrooms, making classroom expectations and a code of conduct clear to students. Leaders described how most staff have received awareness training in trauma-informed practices and restorative practices to support their approaches in ensuring positive behaviours for learning. While student behaviours to learning have improved, staff described this as an ongoing area for review and development of consistent practice. The school and interested staff members have embarked on pilot projects in partnership with external agencies to build student agency in learning through the assessment and recognition of complex learning capabilities, that support students to independently know what to learn, how to learn it and who to learn it from.

### Outcomes from the External School Review held in October 2023.

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

- Direction 1** Build teacher capability to tailor lessons to student needs, differentiating instruction while aligning with AC and SACE.
- Direction 2** Further refine and develop consistent, evidence-based performance development structures and processes that provide effective feedback for improving practice.
- Direction 3** Further develop and implement approaches that enhance a safe, supportive, and respectful environment that maximises engagement, wellbeing and 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, Naracoorte High School will be externally reviewed again in 2026.**



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