

External School Review

Craigmore 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.

The site improvement plan focuses on the teaching and learning cycle and clarifies the improvement work in mathematics, reading and writing. A collective understanding of the plan has developed over time, and the school has worked with staff and developed processes where staff have been involved in the co-construction of the plan. Middle years leaders have an instructional leadership role to support teachers in planning and documenting sequential learning across years 7 to 9. In mathematics, a recently developed instructional framework utilizing a dialogic teaching approach supports the developmental teaching of mathematical concepts using proficiencies to respond to routine and non-routine situations. Improvements in year 7 to 9 reading and writing achievement are supported by explicit reading instruction as part of the teaching and learning cycle. Dialogic teaching strategies deepen student understanding of abstract concepts, while close reading exercises and reciprocal teaching develop critical thinking and comprehension skills. Explicit teaching of writing skills and features of discipline-specific genres while writing to an audience allows students to practice low-stakes writing skills. Teachers collect a range of student achievement data and classroom evidence to track and monitor student progress and inform differentiated planning of learning and assessment. Agreements of practice in using the Teaching and learning cycle and guidebooks in Instructional leadership, Quality differentiation, Collaborative curriculum moderation and Literacy intervention provide clarity and greater consistency of approach while ensuring all student needs are met. Improvement of practice is further supported through refined performance development processes and targeted professional learning aligned to the SIP priorities for improvement.

Outcomes from the External School Review held in August 2023.

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

- Direction 1** **Ensure that formative assessment is effectively used to check for understanding and inform next steps in learning.**
- Direction 2** **Align instructional leadership practices to improve teacher practice and achieve school priorities.**
- Direction 3** **Strengthen a culture of success by building a collective understanding of high expectations for all students in learning, behaviours to learning, 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, Craigmore High School will be externally reviewed again in 2026.**



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