

AUGUST, 2024

Cressy District High School

External School Review Executive Summary 2024

1 Introduction

The Department for Education, Children and Young People is committed to supporting and improving the educational outcomes and achievements of Tasmanian Government school students. The purpose of External School Review (the Review) is to support schools to raise student achievement and sustain high performance.

The External School Review Framework underpinning the Review identifies the key levers for school improvement and has been shaped and informed by the School Improvement Tool. The School Improvement Tool brings together the findings from international research into the practices of highly effective schools and school leaders. The Framework focuses on the practices proven to impact positively on achievement outcomes for all students at the classroom level. It is not intended to document every aspect of the school's processes, programs, and outcomes.

The overarching review question is “how well does the school ensure students are known, safe, well and learning?”

This External School Review Report outlines aspects of the school's performance verified through the review process and provides recommendations for key improvement strategies.

In line with *Our Approach to School Improvement*, recommendations from the External School Review must be integrated into the School Improvement Plan.

This Review was conducted in August 2024 by:

- Grant Armitstead, External School Review Leader
- Paul Harding, Principal Peer Reviewer
- Deaine Coyle, Principal Peer Reviewer
- Ron Daly, Shadow.

2 Disclaimer

The Department for Education, Children and Young People does not endorse any commercial organisation, product or service mentioned in this Report.

3 School context

Location	112–118 Main Street, Cressy
Year levels	Kindergarten to Year 12
Enrolment	388.5 FTE
Year opened	1848
Principal	Mark Gleeson
Year principal appointed	2023
Indigenous enrolment percentage	7%
Students with a disability enrolment percentage	20.51%
Index of Community Socio-Educational Advantage (ICSEA) value	942
Full-time equivalent staff members	45.9 FTE

4 Contributing stakeholders

The Review took place over four days – Monday 26 to Thursday 29 August 2024 – with one External School Review Leader, two Principal Peer Reviewers, and one Shadow.

Most teachers who were present on the days of the Review were interviewed, along with non-teaching staff, families, and members of the School Association.

The leadership team presented to the panel on day one.

The panel visited most classrooms and learning spaces, and met with student groups from across the school, both formally during interviews and informally in the classroom setting.

The following table will guide percentages for statements made in this report:

None	Few	Some	Many	Most	All
0%	1–20%	20–50%	50–75%	75–99%	100%

5 Supporting documentary evidence

School Improvement Plan	Progressive Achievement Tests (PAT)
School Annual Review	Attendance data
Student, staff and parent satisfaction and wellbeing surveys	National Assessment Program – Literacy and Numeracy (NAPLAN)
ASPIRE/Measuring School Progress	Student achievement data
Australian Curriculum Framework ratings	Kindergarten Development Check (KDC)

6 Effective school practices

During the Review process, the panel verified the following effective practices that are contributing significantly to school improvement at Cressy District High School:

- There is a strong and optimistic commitment by all staff and the wider community to the school improvement agenda and a clear belief that further improvement is possible.
- Clear roles and responsibilities and a united leadership team is driving a coherent school improvement plan.
- The school has created a culture where interactions between staff, students, families, and community are consistently caring and respectful.
- High levels of trust and mutual respect are apparent across the entire school community.
- All staff, students and families value being part of a small school community where students are well known.
- There is a happy, optimistic feel to the school, with staff morale consistently high.
- All students articulated that they were part of a supportive school where everyone has a significant adult or friends that can support them.
- The school has purposefully built an attractive and stimulating environment that demonstrates pride in the school and supports and encourages learning.

7 Recommendations of the External School Review 2024

Cressy District High School is driving a coherent and context-appropriate school improvement agenda which has led to a strong and optimistic commitment from staff and the school community that student learning and wellbeing outcomes will continue to improve.

The school has established the preconditions for learning with staff committed to ensuring all students are known, safe, well and learning. The school culture of trust and mutual respect along with the focus on continuous improvement places the school in a great position to enact the recommendations from this Review.

In line with *Our Approach to School Improvement*, recommendations from the External School Review must be integrated into the School Improvement Plan.

The External School Review makes the following recommendations to further improve student learning outcomes:

- 1. Build a shared understanding and embed evidence-informed pedagogical practices, visible in every classroom, to ensure maximum impact on student engagement and learning growth. Build staff capability through:**
 - effective collaborative inquiry processes
 - a feedback culture, including peer observation, mentoring, and coaching
 - monitoring and evaluating the effectiveness and impact of agreed evidence-informed practices through analysis of student data.
- 2. Through the development of a systematic data plan, implement evidence-informed Multi-Tiered Systems of Supports (MTSS) that are responsive to the individual needs of all students and maximises wellbeing, attendance, engagement, and learning outcomes.**