



ACT
Government
Education

Campbell High School

Report of Review, 2019

Date of School Review: 6, 7 and 8 August 2019
Principal of Review School: Steven Collins

National School Improvement Tool Review Report prepared by:

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Report of Review, 2019 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

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Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review are considered alongside system and school level student achievement, perception and demographic data as the evidence base for development of the school's next 5-year School Improvement Plan.

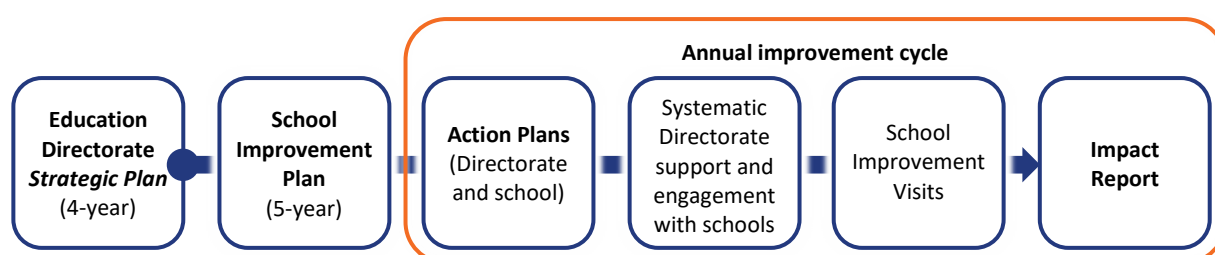
Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school communities.

The *Report of Review* includes detailed Review Team findings for each of the nine Domains of the National School Improvement Tool, and Commendations, Affirmations and Recommendations for continued school improvement.

Where does School Review sit within the broader school improvement cycle?



ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. School Improvement Visits (SIVs – which include School Review) provide differentiated support and feedback to schools through varying levels of in-school immersion. SIVs progress in relation to a school's needs and improvement cycle, with School Review typically occurring at the end of this cycle.

What are Commendations, Affirmations and Recommendations?

Commendations

The commendations highlight positive actions the school has taken over its last improvement cycle. Typically these actions are either complete, or embedded in school practice.

Affirmations

The affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

The recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school developing a sharp and narrow improvement plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings

- Campbell High School's plan for improvement is expressed through its two overarching priorities of 'innovative and inspirational teaching and learning' and 'students and staff will be thriving global citizens'.
- Areas of focus for these two priorities have included ensuring the consistent use of curriculum practices, the use of formative assessment and differentiated learning, sharing teacher expertise, and supporting student and staff wellbeing.
- School leaders have narrowed the focus for improvement for 2019, working to build a school-wide commitment to meeting the individual needs of students through effective differentiated assessment and teaching practices. Reviewers noted in conversations with teachers a shared understanding and genuine desire to differentiate their teaching as a strategy for ensuring students are engaged and learning successfully.
- The school improvement agenda is expressed in terms of specific improvements sought in student performance, including measurable targets for attendance, A to E for all learning areas and engagement in co-curricular activities. Targets are broad and in general staff did not make a clear connection between the targets and their classroom practice.
- 2019 faculty annual plans demonstrate an alignment to the priorities of the school's strategic plan. These include targets for improvement which have been monitored in some faculties.
- Leaders have a general understanding of current student achievement levels and how these have changed over time. Reviewers noted in conversations with leaders clear intent to develop data routines across the school to support more systematic analyses of a range of data sets.
- In 2017, leaders initiated a 'health check' process, working collaboratively with staff to evaluate progress in enacting the school's annual action plan. Changes in leadership over the life of the plan have impacted on the ability of the school to routinely monitor the enacting of annual plans and progress towards targets.
- The School Board has some awareness of the school's strategic and annual action plans, and expressed a desire to be able to actively support leaders in the development and implementation of its next plan.
- Leaders are improving systems and processes to ensure they are having maximum impact on student outcomes by investing in a revised leadership structure and professional learning.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- There has been some collection of data over the life of the school's Strategic Plan. This includes data from staff wellbeing surveys, observational records from Professional Learning Teams (PLTs), and feedback from staff about professional learning.
- Some discussions have also occurred in relation to school satisfaction survey and school climate data, and more recently attendance data have been scrutinised, and revised procedures implemented.
- Some performance data were analysed through the school's 'health check' in 2017,
- Reviewers noted that multiple changes of leadership have resulted in the inconsistent use of data to monitor whole-of-school performance and results at a faculty level. Data use has been sporadic, and the review team was unable to find evidence of data routines.
- The newly formed leadership team has recognised the importance of building data routines in the school and in 2019 presented an analysis of a range of whole-school data including NAPLAN, A-E, attendance, and perception data, and communicated this to staff.
- Although a whole-of-school data plan was developed in 2015, this has not continued annually and there is currently no systematic plan for the collection or analysis of school-based academic assessment or wellbeing data.
- School leaders plan to implement Progressive Achievement Tests (PAT) in 2020 to enable more systematic monitoring of student progress.
- Some staff have been trained to use 'Scout', a centralised data platform, to support the analysis of academic performance data. However, software programs are not currently being used to systematically analyse a range of data sets.
- Board members reported some sharing of school performance data (e.g., NAPLAN) but these presentations have been irregular.

NSIT Domain 3: A culture that promotes learning

Domain descriptor

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Findings

- The review team observed respectful and caring relationships across the school community. Parents, students and staff all expressed that there is a sense of community at Campbell High School.
- Staff morale is generally high, with teachers reporting they feel well supported in their work and enjoy working with both students and colleagues and being a member of the Campbell community.
- The review team evidenced a predominantly calm learning environment across the school. The Student Services handbook outlines clear processes for managing inappropriate behaviour. Whilst some staff reported inconsistency across the school in expectations and responses to inappropriate behaviour, reviewers observed few obvious behavioural problems. Teachers reported that they were able to focus on teaching and that interruptions to learning were minor.
- The school intends to implement the Positive Behaviours for Learning (PBL) model.
- Parent and teacher opinion survey data demonstrated high levels of satisfaction across a number of key areas. Student stakeholder survey data reflected a different perspective in some key areas.
- Parents who were interviewed expressed a desire to be more actively engaged in their children's learning through improved ongoing communication with their teachers. Twice yearly reporting and parent teacher interviews are the primary mechanism for engaging with parents.
- Student wellbeing is a priority for the school evidenced by the work of the student services team. A model of 'compass' teachers and year coordinators staying with students through their years of schooling, where possible, ensures students are well known. This supports the development of nurturing relationships between students and staff.
- There has been a renewed focus on the school values of Aspire, Achieve, Connect and Respect in 2019 and these are displayed prominently.
- Attendance and unexplained absences have been identified as an area of focus and strategies are in place to improve the attendance rates, particularly for those who are disengaging from their learning. Recently employed strategies have resulted in some improvement.
- Some students expressed a desire for more challenging learning in their classrooms and

reviewers noted variable levels of engagement in, and expectations of, learning across classes. The current leadership team has introduced the mantra of 'Every Student, Every Lesson, Every Day' to strengthen a culture of high expectations.

- A whole-of-school social and emotional learning program has been implemented and during 'compass' time students explore four key focus areas: pathways, wellbeing, protective behaviours, and communities.
- Aboriginal and Torres Strait Islander perspectives and culture are acknowledged through the appointment of student leaders, Acknowledgement of Country at key events, the establishment of the Warrumbul Program and the celebration of events such as NAIDOC Week.

NSIT Domain 4: Targeted use of school resources

Domain descriptor

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings

- Campbell High School has proactively invested in school resources to meet identified school priorities and student needs, including professional learning programs and additional staffing resources to support student wellbeing, inclusive practices, and cultural programs.
- The *Information Technology Plan 2014-2017* articulated a strategy for supporting teachers to use technology to maximise learning as well as providing the appropriate infrastructure. Appropriate information technology is universally available.
- The school's approach to supporting students is articulated in the Student Services handbook and underpinned by the Response to Intervention model. The handbook has been promulgated throughout the school and is included in staff induction.
- A year coordinator position for each year level has been resourced.
- Significant resources have been allocated to establish a Student Services centre which offers a comprehensive range of services to all students. Staffing includes additional leadership positions as well as health professionals, a youth worker, a chaplain, and a defence transition officer.
- Students with additional learning needs, funded by the Directorate, have individual plans and are supported either through in-class support or targeted intervention in the Learning Studio.
- Individual Learning Plans (ILPs) are readily available for teachers across the school and are particularly utilised in the Learning Studio. ILPs identify individual student-centred academic and personal achievement goals.
- A school literacy program supports students who require additional support.
- A gifted and talented policy underpinned by Gagné's Differentiated Model of Giftedness and Talent (2008) has been developed. Identified students participate in enrichment activities in English, mathematics, science and humanities and social sciences (HASS).
- Processes for identifying need, including systematic assessment are not yet evident.
- The school has established the Warrumbul Program to provide a point of cultural connection for Aboriginal and Torres Strait Islander students and families and build external connections with community. Students engage in a range of projects and events to promote intercultural understanding and celebrate cultural heritage.
- Additional academic and social support is provided to English as an Additional Language or Dialect (EAL/D) students and international students.
- The classroom environments are mostly traditional which limits the ability to use space creatively and facilitate a wide variety of pedagogical practices.

NSIT Domain 5: An expert teaching team

Domain descriptor

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings

- The *Professional Learning Plan Overview 2017-2019* captures the school's objectives in supporting teachers' professional growth.
- A schedule of professional learning topics aligned to school priorities is developed annually. There has been deliberate intent to focus staff meetings on professional learning and to increase access to professional learning opportunities. Professional learning in January this year focused on differentiation and Neurological Education (NeuEd) trauma-informed teaching.
- Leaders have been establishing a 'communities of practice' culture since 2017, using an approach underpinned by research. Teachers regularly participate in cross-faculty classroom observations, and this is now embedded practice. Although there is some evidence of informal mentoring and coaching, a school-wide approach is not yet evident.
- There is some evidence of teachers developing personal action plans in response to the feedback provided by their colleagues.
- Leaders are tracking the effectiveness of classroom observations by collecting data on the level of teacher satisfaction about the feedback they receive.
- Teachers work collaboratively in both faculty and cross-faculty PLTs. Approaches have varied since its inception. The current focus is on the use of formative assessment and differentiated practice. Teachers are expected to include a personal goal in their professional development plan in relation to how they develop three-tiered assessment tasks.
- There are opportunities for teachers to take on a range of leadership roles in the school. The leadership team regularly uses 'expression of interest' processes to ensure that all interested staff have multiple opportunities to apply for positions. Other opportunities exist for less formalised leadership roles, providing staff with opportunities to lead key events and projects.
- An induction process for new teachers includes mentoring and regular meetings on relevant and self-selected topics.
- Engagement with experts in the fields of formative assessment and differentiated practices is supporting the school to implement practices grounded in education research.
- Teachers predominately teach within their area of training or expertise.

NSIT Domain 6: Systematic curriculum delivery

Domain descriptor

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Findings

- Campbell High School is delivering a curriculum that demonstrates alignment to the Australian Curriculum. Planning documentation across faculties includes direct reference to the Achievement Standards, Content Descriptions, General Capabilities and Cross-Curriculum Priorities.
- Course outlines provide students and their families with details of the teaching program, including intended outcomes and assessment requirements. The school website provides a general overview of learning area programs.
- Faculties and teachers have a degree of autonomy about how they document their planning and enact the curriculum. Reviewers noted variability in how long and short-term planning documentation is developed across faculties.
- Opportunities are provided within faculties for teachers to contribute to planning in teams.
- There has been a whole-of-school approach to developing assessment tasks that are scaffolded, supporting students to demonstrate their learning in different ways and at their level of need.
- The use of rubrics to both guide teachers in their decision-making about standards and to give clarity to students about how they can improve their performance is evident across faculties.
- Some internal moderation processes, including the use of Australian Curriculum work samples, are evident and leaders express an intent to partner with other schools in external moderation processes.
- The school, as part of the North Gungahlin Network Digital Literacies Project has developed and implemented a science, technology, engineering and maths (STEM) program. Students can choose this as one of their electives.
- Examples of flexible curriculum options include supported literacy, the Learning Studio; a 9-10 alternative mathematics, the Warrumbul Program, talented sports initiatives, Enlighten and a languages and cultures subject. Some Vocational Education Training (VET) certificate courses and work experience options are also available.
- The school has introduced academic workshops. These include focus topics to support skill development including the General Capabilities.
- There is some evidence that cultural understanding is emerging in curriculum practice

through the embedding of cross-curriculum perspectives in unit plans.

- Students reported that they can access a wide range of elective curriculum and co-curriculum programs and this enables them to pursue areas of personal interest.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings

- Differentiating teaching and learning, including the use of formative assessment, has been a school-wide focus across the life of the improvement plan. Leaders have been working to develop a shared language and understanding of how to differentiate effectively.
- The mantra of 'Every Student, Every Lesson, Every Day' captures the clear intent of leaders to ensure that the individual learning and wellbeing needs of every student are met.
- Professional learning has centred on supporting teachers to differentiate the content, process, product and environment for their learners.
- The use of differentiated assessment tasks is evident in all faculties. This has been an expected strategy, and reviewers found evidence of teachers consistently providing students with scaffolded assessment tasks and some choice in how they demonstrate their learning.
- Teachers articulate a commitment to finding ways to support the individual needs of students. They can describe some of the strategies they use to differentiate learning.
- All teachers could describe how they use formative assessment strategies to check for understanding.
- The use of data to inform teaching and regular routines of reflecting on a range of evidence are not yet evident, although some teachers are capturing a range of evidence in spreadsheets to support them in closely monitoring student progress.
- Generally, the same curriculum is delivered to all students in a year level although there is a growing recognition of the importance of ensuring that curriculum planning and delivery is agile and responsive to needs.
- School leaders have identified the documenting of differentiated strategies in teacher and faculty planning as a future focus.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings

- Leaders actively encourage the sharing of teaching practice through the cross-faculty professional learning teams.
- The school is committed to improving classroom practice in every classroom, evidenced by the embedded teacher observation cycle.
- Through its involvement in the North Gungahlin Network Digital Literacies Project the school has focused on project-based learning as a lead pedagogical approach for STEM education.
- Leaders expect the use of learning intentions in every classroom and reviewers found evidence of these in many classrooms. Some students were able to describe the clarity that this provides for them in what they are expected to learn and be able to do. The sharpness of these learning intentions and the alignment to the intent of the curriculum is varied.
- Students reflected on how the use of rubrics across faculties supported them in understanding what was expected and that the feedback supported them in considering their next steps in learning.
- The use of Google Classrooms was evident for every subject and some teachers use this to provide timely and written feedback. Students also use this platform to ask questions, clarify their understanding and post their assessment tasks.
- Senior leaders provide feedback on teaching through classroom visits. Faculty leaders provide feedback predominantly through their involvement in the observation cycle.
- A whole-of-school instructional model/agreed set of teaching practices has not yet been formalised. Reviewers observed that teacher-led instruction was a predominant pedagogical practice but also sighted a range of other approaches.

NSIT Domain 9: School-community partnerships

Domain descriptor

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Findings

- Campbell High School has established several links with a range of organisations, local businesses, and other educational institutions to enhance learning opportunities and health and wellbeing for students.
- Several links have been established and facilitated by the student services team. These include opportunities for students to make connections with a local retirement home, the church and local businesses. These opportunities support identified students to reengage with their learning as well as providing potential pathways for their future.
- Partnerships with local Aboriginal and Torres Strait Islander community and organisations are being facilitated through the Warrumbul Program.
- The proximity of the school to the Australian War Memorial has provided a range of opportunities for student learning and curriculum enrichment, including direct engagement with the Director of the Australian War Memorial. The school has a strong focus on acknowledging key military events and national remembrance activities.
- Campbell High School is part of the North Gungahlin contemporary literacies collaboration working with a cluster of schools. This initiative seeks to engage schools as partners in research. The partnership has resulted in enriched STEM learning opportunities within the school.
- The school maintains active links with feeder schools and has a strong focus on transitions between primary and high school.
- There are some vocational education opportunities for students through the Canberra Institute of Technology.
- An active Parents and Citizens Association supports families in connecting to the school through events, attendance at meetings and discussing a range of issues as they arise.

Commendations

- Relationships between staff, students and parents are positive, respectful and caring. Staff and students overwhelmingly report that they feel supported and enjoy being at the school, and that the school has a friendly community feel.
- Students, staff and families all describe Campbell High School as a welcoming environment where there is a deep mutual respect and care for each other.
- The student services team is well-regarded across the school and provides a welcoming environment and comprehensive support service.
- The Learning Studio is highly regarded within the school and by parents. There is a strong focus on parental engagement and cross-school communication.
- An embedded culture of collaboration and collegiality between teachers and across faculties is clearly evident. Throughout the life of the current school plan the school has maintained its focus on differentiation and formative assessment. PLTs have created ongoing opportunities for teachers to share practice, observe each other, and provide and receive feedback.

Affirmations

- Leaders have recently developed a framework for supporting student learning, wellbeing and behaviour management underpinned by the Response to Intervention model. This will position the school well to implement a strategic and systematic process for identifying and responding to student need.
- The year coordinator and the Compass platform both provide proactive engagement with students and families.
- Students have access to a broad range of curricular and co-curricular opportunities.
- The Warrumbul Program provides the opportunity for Campbell High School to facilitate cultural connections for Aboriginal and Torres Strait Islander students and to extend and deepen cultural integrity across the school community.
- There is a commitment by the leadership team to drive an agenda of improvement underpinned by a strong and explicit dialogue that defines an expectation that every child is unique and learning matters.
- The recent focus on revising the school leadership structure and improving systems and processes, positions the school strategically to develop and implement its next improvement plan.
- The school has committed considerable resources to enact its school improvement plan.
- The school's involvement in the Affiliated Schools Program partnership with the University of Canberra provides a great opportunity to extend the range of professional learning opportunities for teachers.
- School leaders have engaged teachers in discussions about key data sources in 2019, as part of their intent to build a data culture across the school.

- There is a strong commitment by teachers to develop quality assessment tools that enable students to effectively demonstrate their learning.

Recommendations

- Determine which data sets will best support the school in monitoring student outcomes in academic performance, attendance, behaviour and student wellbeing. Document this in a data plan that:
 - > clearly articulates the purpose of each data set, when data are collected, and who will be responsible for the collection and analysis of data
 - > enables the monitoring of overall school performance as well as the performance of identified priority groups, cohorts, classes and individuals
 - > ensures data are analysed to identify student learning and wellbeing outcomes to be improved, and set targets accordingly
 - > ensures the establishment of data routines at both whole-of-school and faculty levels.
- Ensure that whole-of-school policies and procedures are embedded to promote and maintain an environment reflective of high expectations for every student's progress and commitment to their learning.
- Support teachers in using data effectively to monitor individual student growth in learning and apply effective differentiated teaching and learning practices.
- Develop a whole-of-school curriculum plan that reflects a shared vision for teaching and learning and ensure planning and delivery across faculties reflects this vision.
- Build upon the strong collegiality and the openness of teachers to feedback and expand protocols to include critique of their teaching to support continuous improvement. Identify how coaching models and the development of an agreed instructional model can align to the feedback teachers receive.
- Intentionally build one or two partnerships that will strategically contribute to improved student achievement and/or wellbeing. Ensure that the outcomes to be achieved are identified and that partnerships are regularly monitored and refined as required.