Campbell Primary School

Report of Review, 2019

Date of School Review: 02, 03 and 04 July 2019
Principal of Review School: Paula Kinsman

National School Improvement Tool Review Report prepared by:
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Report of Review, 2019 prepared by:

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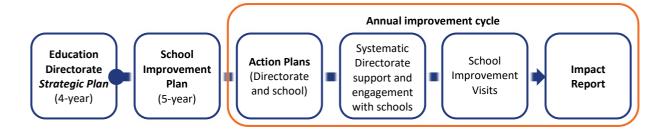
Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

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

- The staff at Campbell Primary School demonstrate a strong commitment to improving outcomes for students by responding to data, actively engaging in professional learning, and adopting evidence-based improvement strategies.

- The *Campbell Primary School 2015-2018 School Plan* describes two strategic priorities: develop consistent and effective school-wide approaches to teaching and learning; and enhance Campbell Primary School's reputation as a school of learning with high expectations for all. The two priorities outline seven desired outcomes, one of which is directly related to student outcomes. Performance measures focus on NAPLAN (all domains), Performance Indicators in Primary Schools (PIPS), and school satisfaction surveys. Work in both priorities over the five years demonstrates an ongoing commitment to improve learning outcomes for all students in the school.

- Annual action plans describe annual targets in NAPLAN. The reports provide some reflection of achievement over time.

- Annual action plan flowcharts provide a visual representation of the priorities and strategic actions. Staff were able to talk about this direction but were less clear on targets and how they apply to their work.

- Annual Board reports, available on the school website, outline data that the school is required to report. The Board has benefited from the skills of one Board member in analysing and displaying whole-school data.

- Professional learning sessions have been conducted to discuss whole-school data. Analysis of data for subgroups of students within the school has been limited.

- There are many examples of how evidence-based research is driving the improvement agenda of the school.

- School newsletters show that the school communicates both its strategic priorities and broad NAPLAN performance data. Parents interviewed were able to talk about key strategies adopted by the school, however, they were less aware of the strategic direction including targets.

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

- In 2018, an assessment and reporting team reviewed the school's data sets, deleting overlaps and considering gaps in information. This work led to the revision of the *Campbell Primary School's Data Plan 2019* that describes the assessment schedule of the school. This includes testing for English as an Additional Language or Dialect (EAL/D) students and those identified for intervention support using the MultiLit set of tools.

- The data schedule includes testing using ACER CogAT (cognitive abilities) in Kindergarten and AGAT[1] from year 2. The AGAT test in particular is used to identify, in part, students who should participate in the school's enrichment program.

- The school has created extra time for teachers to work in professional learning groups to evaluate data and plan for improvement.

- School data trackers have been constructed for 2016-2018 PAT-M (maths), PAT (Comprehension), PM Benchmark (reading) and for 2017-2018 PAT-S (science) and PAT-SPG (spelling). The trackers are used by professional learning teams (PLTs) in planning.

- Staff access the learning management platform, GradeXpert to input data, such as PM Benchmark levels and PROBE[2] reading levels, at least once per term.

- Teachers have been trained in a 'discipline dialogue approach'[3] to interrogate available data. Some teachers expressed a need for further training to provide individual student understanding for planning and reflection on growth.

- The school has abundant wellbeing data including Positive Behaviour for Learning (PBL) surveys, behaviour incidents, and more recently ACER's Social Emotional Wellbeing tests.

- The school uses discipline dialogue questions to understand the ACER Social Emotional Wellbeing data.

- Since 2016, the school has used the expertise of a Board member to analyse school-level data. The leadership team has used this analysis each year to drive school improvement. This analysis is shared with staff, with in-depth discussion of the report findings.

- Parents interviewed were able to talk about school performance at a global level.

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[1] ACER General Ability Testing
[2] Prose Reading Observation, Behaviour and Evaluation
[3] conversation and open-ended questions

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

- Campbell Primary School's positive school culture is characterised by warm and respectful relationships between all stakeholders. Students commented that "I have the best teachers in the world", and "staff are kind and helpful". Staff commented that the school is "a fun and enjoyable place to work where the staff are supported". Parents commented that "every staff member does their best for the students", "the school is welcoming and community focused", and "the school welcomes parent engagement at any level".

- High levels of student engagement are evident in all learning areas and no behavioural issues impacted on learning. The classrooms and hallways of the school are a vibrant celebration of this student learning. Care is taken to present student learning in a visually appealing manner representative of the school's high expectations around the physical environment.

- School surveys, interviews and classroom observations demonstrate an expectation that all students will learn successfully.

- The PBL program has been adopted by the school through the life of the plan 2015-2018. Indoor and outdoor learning environments are adorned with large posters outlining behaviour expectations for that particular area. The school has aligned its existing school values of support, cooperation, respect, acceptance, friendship, fun and forgiveness to the PBL program.

- The school uses the BounceBack! program for social and emotional learning during health lessons. The Rock and Water[4] program is also utilised to teach students about resilience.

- Staff wellbeing is a priority for the school, with the creation of a staff wellbeing club, and the appointment of a wellbeing coordinator.

- Students in years 3-6 have the opportunity to participate in the school's student parliament. This representative group brings class issues to parliament for consideration, suggests new student centred initiatives for the school and decides on fundraising activities.

- The school has self-evaluated its progress along the Cultural Integrity continuum[5]. The school participates in the Annual Northside Cluster Celebration, and NAIDOC and Reconciliation Week activities. Teaching teams are making efforts to include the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority into their planning. Personal development plans are also developed for students who identify as Aboriginal or Torres Strait Islander.

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[4] https://www.rockandwaterprogram.com/
[5] The Directorate's approach to Aboriginal and Torres Strait Islander Education is strengths-based with a focus on Cultural Integrity across all ACT public schools.

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
- The Campbell Primary School Student focus/Case Management 2018-2019 flowchart describes its three-tiered Response To Intervention (RTI) approach for students with identified needs. There is a student referral process in place for teachers to gain access to extra supports.

- Individual learning plans (ILPs) are created for students identified as gifted and talented, those who are funded for the integrated support program (ISP), and those who require extra learning support.

- The school has a well-established Tier 2 intervention program underpinned by the evidence-based reading program from Macquarie University called MiniLit. Specialist intervention teachers have participated in professional development to assist them in implementing the program as well as developing capacity to train learning support assistants (LSAs) to deliver this program to small groups of identified students in years 1 and 2. The school has since adopted more programs from the MultiLit suite including PreLit, MacqLit, and Spell-It.

- LSAs are deployed across the school in a series of flexible ways, including responsibility for the delivery of MiniLit, and in-class and playground support. In some instances, as determined by the principal, LSAs are assigned to students who do not have a formal diagnosis or subsequent Directorate funding but have obvious and significant need.

- Specialist staff, including intervention teachers, access GradeXpert to identify the Tier 2 groups to be involved in the MiniLit program and/or EAL/D instruction.

- The school provides an enrichment program in English and mathematics for identified students. Entry to this program is determined by reviewing student, parent and teacher nominations and student progress data, including AGAT. Student reports are generated each semester showing learning progression within this program.

- Campbell Primary School was established in 1961, and therefore classroom design is traditional. The school has recently been awarded a significant modernisation upgrade that will see all learning spaces converted to open plan, flexible areas.

- All teachers are deployed strategically in their fields of specialisation.

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 school is developing a 'collaborative classrooms' initiative that is underpinned by observations of practice. This happens in the following ways:

  > school leaders visit classrooms once a semester to observe teacher practice and provide written feedback. The focus is usually determined by the teacher before the visit.

  > teachers can nominate to visit each other's classroom based on areas of expertise or need. Teachers provide feedback to each other after the observation.

  > new educators are assigned a mentor and enter a formal Mentoring Partnership Agreement (MPA) that outlines goals and timelines for observations and conversations.

- In 2018, the school established a teacher register of expertise. This register collates teachers' areas of expertise in one central location for reference in the collaborative classrooms program.

- A teacher personal development plan (PDP) is in place for each teacher with reference to the Australian Professional Standards for Teachers and the school's annual action plan.

- Staff are provided with leadership opportunities via membership to a variety of school committees as well as opportunities for team leadership.

- The school has supported two school leaders to complete their assessor certification for the Teacher Quality Institute's (TQI) Highly Accomplished and Lead Teacher.

- The school has introduced whole-staff professional learning community (PLC) meetings. Team norms and four guiding questions are driving professional discussions.

- The school leadership team has introduced PLTs to discuss student progress data using a discipline dialogue approach. These PLT meetings can also include program planning and the development of common assessments. Each school leader is assigned responsibility for a PLT.

- Campbell Primary School has hosted and participated in immersion visits within the North/Gungahlin network of schools. These focused sessions allow leaders from network schools to visit and immerse themselves in a school for a short period of time with a strategic focus nominated by the host school. The school leaders provide rigorous feedback to the school about what they have observed and potential next steps.

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
- *The Campbell Primary School Curriculum Delivery Plan* articulates its beliefs in reading, writing, spelling, mathematics, and language learning, and its approaches to curriculum.

- Professional learning has occurred around understanding the Australian Curriculum and unpacking the Achievement Standards. Staff have engaged in an introduction to the General Capabilities. Further workshops focusing on the General Capabilities and the cross-curriculum priorities are planned.

- The school's curriculum committee, formed in 2018, supports the development of the school's scope and sequence and planning documents. The school is developing a scope and sequence of the Achievement Standards, with documents already in place for English, mathematics and science. 'I can' statements have been developed for these documents in child-friendly language.

- The school has adapted the ACT Education Directorate planning templates for English, mathematics, science, the arts, health and physical education.

- Curriculum planning occurs in teaching teams led by a school leader. Pre-assessments are planned to determine starting points in learning, and formative and post-assessments are planned to enable students to demonstrate their knowledge, understanding and skill.

- Units of inquiry are planned using an Understanding by Design lens, incorporating humanities and social sciences, science, the arts, and technology.

- The school's assessment schedule identifies what and when assessments are performed for each year level. Teachers are developing and using rubrics in most subjects to guide assessment.

- Learning intentions and success criteria are consistently used across the school to articulate what students are learning and how they will know if they have been successful.

- Curriculum delivery models such as small group withdrawal and ILPs are designed to cater for students with additional needs.

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
- Teachers and leaders recognise that students are at different stages in their learning and progress at different rates. Through interviews and school documents, it is evident that the school holds the belief that all students can learn and every child should have the opportunity to learn.

- Teachers consult with parents and students to make reasonable adjustments to a student's learning through ILPs and personalised learning plans. These are reviewed regularly.

- Students identify individual reading, writing, mathematics and/or social goals in consultation with their teacher.

- Teachers use a variety of formative assessment strategies to monitor learning.

- The process for identifying gifted students, including underperforming high achievers, includes an analysis of data, cognitive assessment tools, and student, family and teacher voice. Leaders acknowledge that improvement in analysis of individual student data will strengthen the identification process. Intervention and enrichment opportunities are available for identified students.

- The school's RTI processes include the MultiLit suite to support reading with students. Students are identified to participate in small groups for MiniLit (years one and two) and MacqLit (years 3-6). 'Spell-It' offers spelling strategies to support students.

- Interventions are tailored to identify student needs. Small group withdrawal occurs for intervention and EAL/D support. One-to-one teacher and/or LSA support are offered on a needs basis.

- Some teachers identified grouping as their main form of differentiation.

- Parents talked about school reports, parent interviews, learning journeys, online applications (such as Seesaw), and individual discussions as ways of providing them with sufficient knowledge of where their child is at in their learning and what they can do to support them.

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

- The school utilises a variety of professional learning opportunities to support teachers in developing effective pedagogical practices in the classroom.

- The school has adopted the CARS & STARS Plus reading comprehension program from years 3-6. The program diagnoses student comprehension and guides teachers to instruct to each student's level.

- In 2018 staff attended Christine Topfer's 10 Essential Instructional Practices in Literacy event. Some staff went on to deepen their literacy knowledge with Christine Topfer by completing professional learning on Word-Conscious Classrooms.

- Campbell Primary has implemented a synthetic phonics approach across the school years starting from Kindergarten. In 2018, all classroom teachers committed to embedding Soundwaves[6] strategies into their literacy programs to support reading and spelling.

- In 2016-2018 Campbell Primary School participated in The Writing Project, a network initiative informed by the work of Louise Dempsey and Sheena Cameron.

- First Steps-based reading strategy posters have been adapted to suit lower primary, and are used to explicitly teach reading.

- Professional learning in mathematics, presented by Anita Chin, was undertaken by the school's maths committee. The leadership team anticipates this professional learning will be expanded to include all staff.

- All classrooms display learning intentions and success criteria to articulate what students are expected to learn and be able to do.

- Teachers provide timely feedback to students to inform them what actions they can take to further progress their learning.

- Teachers have developed rubrics to scaffold feedback conversations and determine the next step in their learning.

- Staff have engaged in professional reading to discuss and determine whole-school beliefs about literacy and language, with particular attention to reading, writing and spelling.

- The school is developing the Campbell Primary School Pedagogical Framework to guide and reflect teachers' commitment to consistent and effective teaching and learning.

- In 2018, teachers took part in classroom observations of each other and provided feedback on a teacher-identified focus to improve practice. Teachers model practice with school leadership team support.

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[6] a synthetic phonics and word study program.

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 Primary School has developed a strong partnership with parents through the P&C Association and the Campbell After School Activity Centre (CASAC). The partnership enables the delivery of before and after school care for both preschool and primary school students to assist working parents. The P&C has appointed a CASAC director to coordinate staff and activities. The school, through the P&C, has just moved to provide vacation care as a further service to the school community.

- Following requests by parents for out of hours specialist curricula support for students, the school, in collaboration with the P&C, has developed Campbell Clubs as a part of the CASAC. Campbell Clubs has recently included a multi-sports program, dance club, Lego® little engineers club, a netball clinic, an art club, a series of wellness workshops, a drama club and a Dungeons & Dragons club.

- In a strategic move by the leadership team to support the literacy priority, the partnership has been expanded to include a writers' club. This after-hours club utilises the expertise of a literacy specialist to encourage many reluctant writers to develop more confidence. While no formal evaluation of the club has yet been made, anecdotal evidence from teachers and parents suggests that this partnership is having a very positive impact on student writing outcomes.

- The school also develops its partnership with parents through activities such as the literacy evening, cybersafety workshop, children's week, learning journey, school 'info night, and Kindy info night. Kindergarten and preschool staff use the online application Seesaw to communicate student progress to parents. The rest of the school previously used Google Communities, but this platform is no longer available, and the school is currently examining alternatives.

- Campbell Primary School has a partnership with the Defence Community Organisation to fund a Defence School Mentor (DSM). The DSM maintains the partnership between the school and the defence force community, providing opportunities for student social and emotional wellbeing to be maintained during school transitions, deployment of a parent, and other defence related issues.

- The school has a memorandum of understanding with the Australian Defence Force for the provision of preschool education on the Duntroon base and to ensure the National Quality Standards are achieved.

- The school actively seeks ways to enhance student learning and wellbeing by partnering

with community organisations. While at times the outcomes to be achieved are not explicitly stated, the school leadership team is confident of improved student outcomes.

Commendations

- There is a strong sense of community at Campbell Primary School. It is a warm, friendly and welcoming environment that is characterised by deeply caring and respectful relationships between all stakeholders. Students commented that "I have the best teachers in the world", and "staff are kind and helpful". Staff commented that the school is "a fun and enjoyable place to work where the staff are supported". Parents commented that "every staff member does their best for the students", "the school is welcoming and community focused", and "the school welcomes parent engagement at any level".

- The school has ensured that evidence-based research has been a key driver in the school improvement agenda.

- High priority is given to the analysis of data to inform whole-school and classroom planning. This has been recognised by the allocation of 30 minutes extra release time for teachers to discuss and analyse student data each week.

- The PBL program has defined clear expectations for behaviour in all areas of the school. These expectations are highly visible and lived each day by the staff and students.

- Priority is given within the school budget for the provision of a Tier 2 reading intervention program. This resourcing includes specialist teaching staff, trained LSAs, and generous material resources.

- PLTs are well established and highly valued amongst school staff. PLTs meet weekly and use a discipline dialogue approach to discuss data.

- Significant work has been completed by staff on unpacking the Australian Curriculum Achievement Standards and linking them with 'I can' statements aligned with curriculum content for English, mathematics and science.

- ILPs are created for students identified with diagnosed disability, learning difficulties, or gifts or talents. These ILPs are created in consultation with parents, support staff and students.

- The school committed to embedding the Soundwaves synthetic phonics program across the school in 2018. It is now an expected pedagogy for every teacher.

- Campbell Primary School has developed a strong partnership with parents through the P&C Association and the CASAC.

Affirmations

- The school has maintained a focus on key learning priorities over the life of the plan.

- The school has, and continues to, look at its data sources to supply quality information for both school-level and classroom planning.

- There has been a deliberate attempt by the school to share data across the school community. Parents believe that the school constantly communicates where it is at and what it needs to do to improve.

- There has been a strong push to engage academically-able students through enrichment programs and clubs.

- The school and the P&C Association have invested heavily in technology across the school.

- The school is developing a collaborative classrooms approach, underpinned by observational practice. Teachers feel comfortable in sharing practice and receiving feedback.

- Teachers are developing rubrics to assess learning and provide feedback to students.

- Planning templates are being developed to document teaching and learning in the classroom.

- Teachers are using data to make adjustments in learning.

- Teachers are beginning to adopt the Anita Chin five-part lesson structure in mathematics.

- The school is using online applications to communicate student learning to parents.

Recommendations

- Collaboratively develop and communicate a Campbell Primary School Strategic Plan 2020-2024 that is consistent with the school's vision for teaching and learning and provides a narrow and sharp agenda focused on student outcomes, and incorporating explicit targets for student achievement. Progress towards targets should be monitored and initiatives and programs systematically evaluated for their effectiveness in producing the desired improvements in student learning.

- Continue to refine the school data plan to incorporate the full range of school data. Ensure that through analysing, summarising, displaying and communicating data, there is a common view of student progress and achievement across the school community to determine starting points for school improvement and monitor progress. Build leadership and staff confidence, and data literacy skills.

- Continue to develop a professional learning plan that aligns all professional learning activities with the strategic intent.

- Continue to develop and refine the plan for curriculum delivery to clarify aspects of the curriculum plan, and teaching and learning expectations. As part of curriculum delivery, the school should develop a whole-of-school focus on the general capabilities and cross-curriculum priorities.

- Continue to develop the school's capacity to cater for individual needs by offering multiple ways for students to engage with, and express, their learning. Continue to provide opportunities for staff collaboration to use student data to determine starting points for individual learning, to monitor learning, and to celebrate progress.

- Continue to develop or refine partnerships, particularly to support the strategic intent. Ensure there is a clear understanding of the purpose of each partnership's objectives expressed in terms of improved outcomes for students. Each partnership should have clarity on roles, communication between partners, and how planned outcomes are reviewed.