



ACT
Government
Education

Caroline Chisholm School

Report of Review, 2020

Date of School Review: 12, 13, 14 and 15 October 2020
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National School Improvement Tool Review Report prepared by:

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Report of Review, 2020 prepared by:

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Education Services Division, School Improvement Branch

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Foreword

2020 has been characterised by extreme weather events and the COVID-19 pandemic. ACT public schools, as community hubs, have been greatly impacted by these events. Despite this, they have continued to deliver high quality education to all students whilst also supporting their communities.

As noted further in this document, school improvement in the ACT is based on a five-year cycle. School Review (Review) considers the entire journey a school has undertaken during this period.

Impact of COVID-19 on School Review

Findings from Review are based on what external and local experts read, see and hear in a school. In preparing findings from Review consideration has been given to the rapid response ACT public schools undertook for the COVID-19 home learning period, and the impact this had on observed practices and processes.

Additionally, due to travel restrictions some Lead Reviewers from the Australian Council for Educational Research (ACER) were unable to lead Reviews on the ground. In these cases streaming technologies, and the support of experienced ACT reviewers, enabled the review to continue. Careful attention was given to ensuring the Review methodology and findings were not compromised.

☐ This Review had an on-the-ground Lead Reviewer from [ACER](#).

OR

☒ This Review had a Remote Lead Reviewer from [ACER](#).

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 support annual implementation of a school's 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.

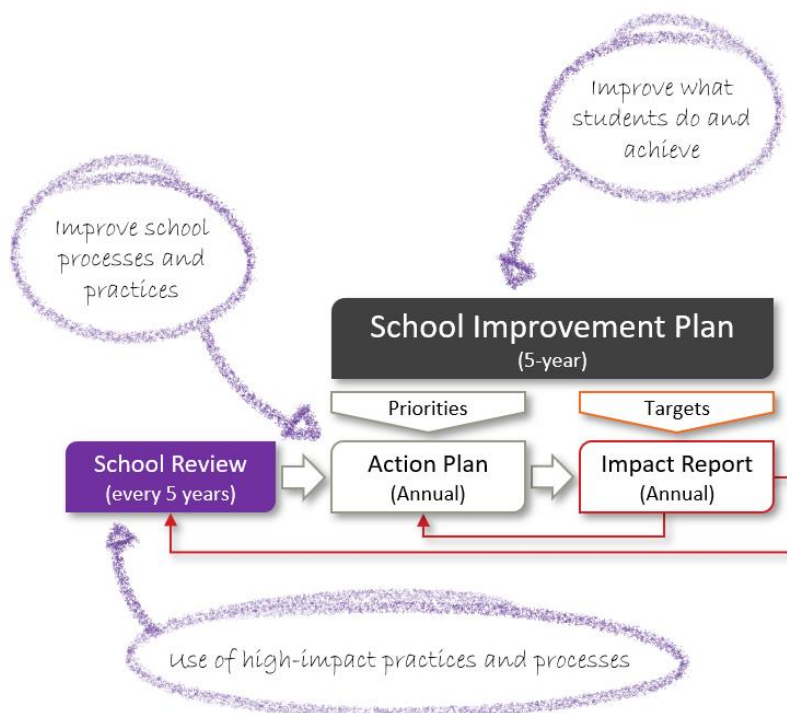
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, 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 findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations for continued school improvement.

Where does Review sit within the 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. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.



What are Commendations, Affirmations and Recommendations?

Commendations

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

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

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 effectively implementing its 5-year School 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

- Caroline Chisholm School's Strategic Plan 2015 to 2020 identifies three key strategic priorities: all students will achieve high quality learning outcomes; to grow a community with a strong learning partnership and culture that is inclusive of all; and a preschool with intentional play based pedagogical practice.
- Targets for improving learning outcomes include increasing the percentage of students reaching expected growth in NAPLAN and B.A.S.E¹; increasing the percentage of students achieving a C grade or above in learning areas; improved attendance; and satisfaction levels in opinion surveys.
- During the life of this plan there have been significant changes in staffing, particularly at leadership level, including the principal. This has had considerable impact on maintaining momentum in implementing key improvement strategies as articulated in the strategic plan and subsequent annual action plans.
- The Annual Impact and Board Reports provide some information about school performance in B.A.S.E, NAPLAN, attendance, and stakeholder survey data including progress towards achieving targets. 2020 newsletters include information about the school's improvement agenda. Board members indicated that they are well informed about current initiatives. This has resulted in a general awareness about the improvement agenda, however information about current school performance and targets are not well known in the community.
- The current leadership team has firmly focused its attention on operating cohesively as a P-10 school. Consultation about a new vision and mission is in progress and key work is also underway in developing whole of school approaches to curriculum planning and delivery, supporting the professional growth of staff, and identifying and strengthening the use of agreed teaching practices. Pedagogical practice in the teaching of literacy is a focus area, particularly for the junior campus.
- Roles and responsibilities have been developed for the new leadership team and this clarity is supporting a move towards a more united and coherent approach to school improvement.
- Teaching staff and support staff collectively express a strong commitment to providing a safe, supportive, and caring educational environment for every student. They are aware of current initiatives and there is a general sense of optimism about this work.

¹ A program designed to provide students with an environment or place where they can feel secure, problem solve, access individual academic assistance, and learn how to better manage emotional and social issues.

- Leaders are disseminating a broad range of professional reading to further deepen understanding of evidence-based practice and are building a culture of inquiry and eagerness to learn from research.

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

- Leaders express a clear desire to improve the systematic use of data to inform whole-of-school decision making and to target teaching to individual student needs. A range of strategies are being enacted to build a whole-of-school approach.
- This has included the development and refinement of assessment schedules for both campuses which is starting to build greater consistency in data collections and discussions. A school-wide plan incorporating clear protocols for the systematic collection, analysis, interpretation, dissemination and use of data on student achievement and wellbeing has not yet been developed.
- Leaders are building a data culture by encouraging shared conversations and reflections about the impact of teaching on learning outcomes using data in Professional Learning Team (PLT) meetings. Practices and routines are emerging, and teachers were able to describe some examples of how data has been discussed at recent meetings.
- There is evidence of some discussion of school-wide collected data. For example, information collected by staff walking through classrooms to observe the presence of expected teaching practice has been collated and distributed to staff. The aggregation of this data informed decision making about professional learning needs.
- To inform individual student case management processes staff draw on a range of evidence, including attendance, behaviour and information from staff and families.
- Less clear was evidence of how school leaders have systematically monitored the way in which achievement levels have changed over time through regular, deep analyses of the range of available data sets.
- Data from diagnostic and formative assessments are stored in a range of faculty, team and individual spreadsheets. Some data sets are centralised in the ACT Directorate learning management platform Sentral.
- Junior campus teaching teams described how they use PM Benchmark, spelling, Schedule for Early Number Assessment (SENA) and Middle Years Mental Computation (MYMC) data to inform their teaching. Some curriculum areas at the senior campus capture formative and summative classroom assessment in spreadsheets to monitor student achievement.
- Some teaching teams work collaboratively to centralise data about their students, and to discuss progress and strategies to respond to student needs.

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 school places a high priority on building positive relationships across the school community and supporting staff and student wellbeing. Students describe their teachers as caring and helpful. Staff and students speak about the school in a way that demonstrates they feel a sense of connection and belonging.
- Staff work collegially and speak positively about Caroline Chisholm School. Evidence from staff opinion surveys over time, and reflections by staff during their discussions with reviewers indicates that staff morale is generally high.
- Reviewers observed predominantly calm and orderly classroom learning environments where there was purposeful learning. Students and staff reported that at times behaviour interrupts learning. Leaders reported that they are required to spend time responding to some inappropriate behaviour.
- Expectations for appropriate behaviour and procedures for responding to inappropriate behaviour are documented. The school is moving towards the implementation of the Positive Behaviours for Learning (PBL) framework. Leaders reflected that work on this initiative has been interrupted. Some features of this approach are evident, for example tickets and house points, as rewards for positive behaviour. Some staff and students reflected that these strategies are not yet school-wide.
- There are organisational structures, spaces and designated staff positions in place to meet the diverse learning and wellbeing needs of students.
- The Connect Team (which includes school leaders, the school psychologist, a youth worker, and an indigenous education officer) provides support for students in a designated space on the senior campus. This team collaborates with year co-ordinators who also play a role in supporting student learning and wellbeing.
- A junior campus wellbeing team also tracks individual student needs and designs response plans and resources support where necessary.
- The school encourages parents and carers to be involved in the school. An active P&C coordinates a range of community events and the Board works in partnership with school leaders. Leaders place a strong emphasis on regular and timely communication with individual families to support student learning and wellbeing.
- The junior campus offers parent information sessions for literacy and numeracy to support families in assisting their children at home.
- The school appreciates students' cultural backgrounds and is exploring ways to

effectively embed Aboriginal and Torres Strait Islander histories and cultures in the curriculum program and the culture of the school. A cultural integrity team is leading initiatives to further strengthen culturally responsive practices.

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

- Caroline Chisholm School's approach in identifying and responding to student need, and the subsequent allocation of appropriate resources to meet these needs, is underpinned by the Response to Intervention (RTI) model and process.
- Processes are in place to enable teachers to make referrals for individual students. The senior campus Connect Team, and junior campus wellbeing teams use a case management approach designed to ensure a coordinated response to each student's needs. They collect a range of evidence to analyse need and target resources and programs, particularly in relation to wellbeing and improved behaviour and engagement.
- 24% of the student population have an Individual Learning Plan (ILP) or Individual Adjustment Plan (IAP) and these are developed in collaboration with families and school staff.
- Additional resources have been allocated to provide a range of intervention programs and strategies to meet the learning and wellbeing needs of students. Examples include, staffing of the Connect centre and Reset room, targeted intervention programs for literacy (Macquarie Macqlit and MiniLit) on the junior campus and SITE (literacy and numeracy additional support) on the senior campus.
- Resources are also allocated to enable students with identified specialist needs to access small group learning support programs, in line with Directorate policy. Currently four learning support units are in place.
- The school has committed additional funds to widen the leadership team. This is designed to build a distributed model to drive key initiatives and provide additional support for teachers in the classroom.
- The school deploys a number of learning support assistants to meet the learning needs of students either on a one-to-one basis, through in class support or with small groups of students. Learning Support Assistants (LSAs) have access to planning and programming documentation and receive direction from teachers about how best to support students in the classroom.
- Leaders have structured the timetable in a way that enables teams of teachers to meet together at the same time.
- The school has refined timetabling and staffing structures to provide greater flexibility in curriculum delivery. For example, on the senior campus, classes for the same subject are scheduled at the same time to enable students to be grouped in different configurations to support learning. Multi-age classes at the primary school have been introduced to support differentiated practice.

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

- Leaders are working to build a professional learning community based on the DuFour model and other relevant research. They place a high priority on working closely with teachers to support their professional growth, evident by the range of strategies in place.
- Teachers described a range of practices in place that support their professional growth: engagement in PLTs, teacher-to-teacher mentoring, walkthroughs of classrooms to observe practice, renewal of coaching approaches, and team meetings. They reflected that some of these approaches are in the early stages of full implementation (for example, coaching). A number of historical and recently written resources are available to guide these practices.
- Staff expressed a commitment to continuous improvement in their practice and expertise and an openness to feedback about their practice.
- Considerable time and resources have been dedicated to support groups of teachers in regularly walking through all classrooms to observe expected practice, recording information that has been used to provide feedback to all staff. This has generated discussion and reflection between staff over time and is building a rich feedback culture.
- A high proportion of teachers (31% in 2019) are in their early years of teaching. Leadership have worked with deliberate intent to provide a wide range of strategies to support new educators. This includes regular meetings with team leaders, pairing of teachers, opportunities to observe colleagues and the provision of mentors.
- All staff are provided with a range of opportunities to engage in professional learning. A schedule is developed each year and provides evidence of topics linked to school priorities. A comprehensive whole of school professional learning plan and associated budget is yet to be developed.
- The induction of new staff is deliberately planned and led by a member of executive. Teachers reported that they felt well supported by peers and leaders when they commenced duties at the school.
- A majority of teachers are teaching in areas of the curriculum for which they have formal qualifications and/or training.
- The school has responded to teachers who have expressed a desire for leadership opportunities. New roles for teachers include leadership of PLTs and curriculum coordination roles. Teachers are also encouraged to gain accreditation as highly accomplished and lead teachers.

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 leadership team has identified the development of a cohesive, whole school approach to the delivery of curriculum as a priority area for focus and have initiated a range of improvement strategies.
- This includes the consistent use of standardised assessments tools to determine starting points for teaching and to monitor progress over time.
- Leaders are working with teams of teachers to establish consistent approaches to planning to improve continuity of learning across the years. PLTs provide opportunities for teachers to share and discuss planning using student learning and wellbeing data.
- While there is an early iteration of an intended plan for the delivery of curriculum, teacher practice currently varies across the school and the progression of learning from year to year is not yet obvious.
- A designated curriculum team has carriage of key documentation, particularly long-term scoping plans. This team is leading the development and refinement of interrelated layers of planning that include essential learning statements, scope and sequencing documentation and some curriculum overviews.
- Feedback from staff surveys has captured levels of confidence in planning a teaching program aligned to the Australian Curriculum.
- There are pockets of exemplary practice in embedding the general capabilities in planning documentation and leaders are seeking to widen this practice to ensure consistency.
- The junior campus is moving towards curriculum being organised as integrated inquiry units planned over a two-year cycle and tightly aligned to the Australian Curriculum. Individual teams have created planning tools to capture the intended curriculum.
- The school offers a range of VET pathways for students in hospitality, furnishing and construction, and sport and recreation. Students can also complete Certificate I and Certificate II courses.
- Curriculum and assessment overviews are provided to parents/carers and students regularly throughout the year.
- Teachers are engaged in moderation practices to ensure the validity and consistency of teacher judgement against the Achievement Standards of the Australian Curriculum. ACARA work samples are used to guide this work.

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

- School leaders and teachers express a commitment to meeting the complex needs of the range of learners at Caroline Chisholm School and have enacted some school-wide approaches to support teachers in tailoring learning experiences.
- There are some flexible curriculum structures in place. Junior classes are all multi-age groups. At the senior campus multiple classes of the same subject are scheduled at the same time to enable flexible grouping.
- The SITE program in English and mathematics provides opportunities for students who need additional support or extension. Highly abled students studying English and mathematics access the 'Ignite' program.
- The school has engaged in professional learning about the purpose of assessment with a particular lens on assessment for learning. Curriculum leaders and teachers spoke to reviewers about formative assessment practices and the varied ways in which they are capturing this evidence to better target their teaching. Some learning areas have short teaching cycles with frequent checking for understanding in order to better respond to gaps in knowledge or skills.
- Some teacher planning shows documented evidence of differentiated strategies and teachers were able to articulate the range of strategies they employ to make adjustments to the learning program to better cater for individual learning needs.
- There is evidence of teaching teams on the primary campus using a range of literacy diagnostic tools (PM Benchmarks, BEE spelling, PIPs, PROBE etc) to inform small group formation and target their teaching.
- Some teachers are closely monitoring the progress of their students and continuously making adjustments to teaching and groupings over short time frames while others are still developing skills and confidence to work this way.
- On the senior campus, students have the opportunity to choose elements of assessment tasks they wish to complete. For example, 'green' level questions/tasks enable a student to demonstrate that they are meeting the Achievement Standards. To demonstrate that they are exceeding the standard they can opt to try more complex questions or elements of the task.
- A school-wide understanding of differentiation is not yet evident. There is some variability in staff's perception of differentiated teaching and learning.
- Interim and twice-yearly formal reports are provided for families. There is an expectation that teacher comments include strategies for improvement, and this is evident in formal reporting.

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 leadership team is committed to establishing and embedding agreed whole-of-school practices from preschool to year 10 to improve student learning.
- Over the life of this strategic planning cycle leaders have sourced and resourced a wide range of professional learning opportunities to support teachers in further strengthening the use of evidence-based teaching strategies.
- Leaders have disseminated key chapter readings from the book *The New Art and Science of Teaching* (Marzano, 2018) and provided professional learning to build familiarity with these key teaching strategies. Opportunities have been provided for teachers to discuss in teams how they have implemented some of these practices.
- Since the beginning of the year the school has been participating in the ACT Directorate Ten Essential Literacy Practices initiative. Teachers were able to describe how they are working to embed strategies. For example, readers' workshops, (one of the essential practices) was mentioned by many early years' teachers. Teachers spoke positively and energetically about their desire to embed these practices at the junior campus.
- There has also been an emphasis on making the learning visible for students. Practices include the use of learning intentions and success criteria framed as (We are Learning To) WALT and (What I'm Looking For) WILF to support students in having clarity about what they are expected to learn and be able to do. Reviewers noted in their visits to classrooms that learning intentions were either visible in print or could be described by students when asked about the goal of the lesson.
- Students also described some of the strategies their teachers use in providing them with regular feedback about their learning. Some students at the senior campus indicated that the level of detail and frequency varied from teacher to teacher.
- Using technology effectively to deliver learning online has been a focus for part of the 2020 school year.
- There is a strong focus on embedding the 10 Essential Skills for Classroom Management at the senior campus. Teachers have been supported in implementing these through feedback from classroom observations and coaching.
- The preschool has introduced play-based learning informed by the work of Catharine Hydon.
- Reviewers noted in their conversations with teachers that some were unsure of the agreed teaching practices that should be visible in all classrooms.

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

- Caroline Chisholm School's Strategic Plan includes strategies for building partnerships with both family and external organisations to support learning and wellbeing.
- Leaders have placed an emphasis on connecting with families individually, particularly for students who have been identified with additional learning and/or wellbeing needs.
- There is a school-wide commitment to ensuring the smooth transition between the junior and the senior campus with a range of strategies in place. To support students in transitioning from year ten to senior colleges, employment, or other training organisations every student and their family/carers meet individually with a career advisor to map pathways post year 10.
- To support student wellbeing the school works closely with a range of community organisations. Examples include the Young Women's Christian Association (YWCA), Red Cross, Menslink, Relationships Australia, and Gudan Gulwan Youth Aboriginal Corporation.
- To support vocational education and training, the school has forged links with a range of local businesses, and this provides students with a variety of work experience options. Third party agreements are in place with the ACTIVE Tuggeranong Registered Training Organisation (RTO) to provide vocational education opportunities. The school is seeking feedback collected by the RTO about student experience in vocational education programs to evaluate how well these programs are meeting students' needs.
- A partnership with the YWCA is underpinned by a written agreement. It provides opportunities for year 9 and year 10 students to attend career focused workshops. It includes roles and responsibilities and the purpose of the partnership. There is also a documented agreement for the International Women's Day Street Art Project.
- Curriculum areas have links with sporting and science-based organisations to support the delivery of these curriculum programs and there are also connections with Water Watch and Sustainable Schools to encourage active citizenship.
- Recently a partnership with the Salvation Army Mountain View aged care facility has been developed to foster communication between students and aged care residents. The aim was to reduce isolation for both students and residents.

- The school has developed an Outdoor Education Action Plan to construct a senior campus recreational space. The school is partnering with the P&C, the University of Canberra, and ACT Health and working closely with students to develop this area.
- Partnerships are predominantly established by individuals and as yet there are no clear plans to evaluate the range of connections the school has forged for impact on student learning and wellbeing.

Commendations

- The staff of Caroline Chisholm School recognise the impact wellbeing has on learning. They are highly committed to creating a school environment that promotes and supports student and staff wellbeing. The school has committed considerable resources into creating the right conditions for learning, including the provision of additional support for students who need it.
- Staff understand that positive relationships are central to wellbeing and positive interactions between staff and students are nurtured and clearly evident. Students describe and value the care that staff provide.
- Parents reflected on the thorough and successful transitions their children experienced from the primary school and from interstate. Strategies to ensure smooth transitions both within Caroline Chisholm, and to and from other schools, are carefully planned and enacted.
- The school values professional collaboration and the building of expertise at all levels. Multiple opportunities are provided for teachers to take on responsibility in leading colleagues either through curriculum area coordination or as facilitators of professional learning teams. Staff in these positions are enthusiastic and informed about their roles with anecdotal responses indicating that teachers are appreciative of this approach to distributed leadership.
- Caroline Chisholm School is commended for the way in which multiple opportunities are provided for teachers to reflect on and continually refine their practice. The strong emphasis on professional learning and multiple opportunities to collaborate is supporting sustained professional growth.
- The review team also commends the school's commitment and approach to identifying and responding to the needs of students. Comprehensive case management practices ensure a strong wrap-around service. Highly skilled staff contribute to case management, offering valuable insights to ensure a range of support measures are in place. The impact of this case management approach is being monitored to determine effectiveness.
- Also commendable is the leadership team's focus on the development of cohesive practices and approaches as a preschool to year 10 school with two campuses.
- A range of spaces have been purposefully refurbished to support all students including those with complex needs. This includes the re-purposing of the Connect space for wellbeing support, re-designing of the LSU spaces and facilitation of one-to-one learning spaces for students.
- The commitment to offering vocational pathways for young people suited to their needs and interests is commended. Decisions about involvement in these programs and courses are based on building student engagement, a clear goal for their future and preparing them for work and life beyond school.

Affirmations

- The recent development of a Coaching and Mentoring Handbook has captured the school's intent in how coaching and mentoring will support staff professional growth. The clear protocols articulated in this handbook provide a firm foundation for embedding a school-wide approach.
- Leaders are affirmed for their participation in the ACT Directorate Early Years Literacy Initiative. Staff are participating enthusiastically and keen to embed the essential literacy practices identified in this project. Staff have already noticed improvement in student engagement and reading comprehension.
- The opportunity to engage in conversations and reflections about the impact of teaching on student learning progress through the evaluation of key data sets in professional learning team meetings is building a data culture and shared responsibility for all learners.
- High levels of collaboration are evident between staff within and across both campuses. Teachers work collaboratively and cooperatively and value these opportunities.
- Teachers are open to new initiatives that support and enhance student learning and wellbeing.
- The review team affirms the way evidence collected from regular classroom observations (walkthroughs) has been analysed, summarised, and distributed to staff to support school-wide reflection of teaching practices.
- Early career teachers are well supported at Caroline Chisholm School with a range of strategies in place including a mentorship program, opportunities for classroom observations, an induction program, and the partnering with other new educators for mutual support.
- The school is also affirmed for the use of visible strategies, including learning intentions and success criteria to ensure students are active participants in their learning and have a clear understanding about what it looks like to be successful in their learning.

Recommendations

- Establish and drive a narrow and sharp agenda for improvement, which is grounded in research. Maintain coherence and sustain momentum by aligning the focus of the improvement work across all levels of the school.
- Build a school-wide culture of high expectations for learning and a commitment to excellence underpinned by:
 - > a clear vision for teaching and learning
 - > the explicit articulation of expected benchmarks
 - > school-wide targets for improvement in student learning and wellbeing that are well defined, time bound and measurable
 - > strategies that support teachers in understanding how they can contribute to the

achievement of targets

- > strategies that support students to reflect on their learning, set ambitious goals and monitor progress towards attainment
- > support for students in building belief in their own capacities to learn successfully.
- Develop a coherent, sequenced plan for curriculum delivery from preschool to y
- Year 10 that ensures continuity and progression of learning across all years and learning areas. Pay particular attention to:
 - > developing interrelated layers of planning
 - > ensuring a clear alignment between curriculum, assessment and reporting
 - > raising the status of the general capabilities
 - > planning learning experiences that are responsive to students' levels of readiness, interests and needs
 - > agreed pedagogical practices that foster engagement and the right amount of challenge.
- Develop a data plan that incorporates the schedule of data collection, clearly articulates the purpose for each data set and allocates responsibilities for analysis, use and monitoring of data at individual, cohort, campus, and school-wide levels. Increasing the data literacy of school leaders and teachers should be an integral component of this plan to inform teaching and to evaluate the impact of initiatives.