EXTERNAL SCHOOL REVIEW

Partnerships, Schools and Preschools Division

Report for Charles Campbell College

Conducted in June 2017

Review details

A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.

The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.

The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"

This Report of the External School Review outlines aspects of the school's performance verified through the review process according to the framework. It does not document every aspect of the school's processes, programs and outcomes.

The support and cooperation provided by the staff and school community is acknowledged. While, not all review processes, artefacts and comments are documented, they all have been considered and contributed to the development and directions of this Report.

The External School Review Process includes verification by the Principal that key DECD policies are adhered to and implemented. This information is provided in Appendix One of the report.

This External School Review was conducted by Liz Schneyder, Review Officer, Review, Improvement and Accountability Directorate and Sandy Richardson and Tanya Oshinsky, Review Principals.

School context

Charles Campbell College caters for students from Reception to Year 12. It is situated in the suburb of Paradise, and is part of the Campbell Partnership. The enrolment in 2017 is 1135, which represents an increase from 1118 in 2016, and 1112 in 2013. Enrolments have fluctuated consistently since amalgamation in 2012, with the junior campus increasing, and the senior campus decreasing. The school has an ICSEA score of 1001 and is classified as Category 5 on the DECD Index of Educational Disadvantage. The Junior School was classified as Category 2 prior to amalgamation.

The school population includes 3% Aboriginal students, 7% students with disabilities, 29% students with English as an Additional Language or Dialect (EALD), 3 children/young people in care, and 29% of families eligible for School Card assistance.

The school Leadership Team consists of an experienced Principal in her first tenure at the school. The school has 6 Assistant Principals and 12 Coordinators, two of whom are yet to be appointed. There are 78.8FTE staff, with 7 in the early years of their careers, and 22 School Services Officer (SSOs).

Lines of Inquiry

In considering the data summary in the School Performance Overview (Appendix 2) and the Principal's presentation, the Review Panel explored the following Lines of Inquiry to evaluate the school's effectiveness towards raising student achievement and sustaining high performance. During the external review process, the panel focused on 3 key areas from the External School Review Framework:

Effective Teaching: **How effectively are teachers supporting students in their learning?**

Effective Leadership: **To what extent is a positive and focused approach to improvement and change evident?**

School Improvement: **How well are the results of data and evidence translated into targeted actions?**

How effectively are teachers supporting students in their learning?

Charles Campbell College students are proud of their school and most interviewed during the External Review process indicated appreciation of the educational opportunities provided and the professionalism of their teachers. The recent client surveys confirmed a high level of satisfaction that 'teachers expect students to do their best' and 'my child feels safe at school'. It was evident that most teachers are passionate and are working hard. The Principal is widely acknowledged as the leader of the college's directions.

The school's curriculum is well-documented, with consistency in Learning Assessment Plans, unit planning and provision of rubrics for all classes across Reception to Year 12 (R-12). Most data is stored on DayMap, the school's Learner Management System, and is accessible by teachers, students and parents. There is a new focus on continuous assessment, and it was evident that most teachers have a good understanding of the performance and achievement standards. Common Assessment Tasks (CATs) are used in most teaching and learning areas to support internal moderation. There has been significant work done across the schools within the ECD Partnership on collaborative moderation, as a strategy to more effectively support students in their learning, including a focus on task design, transforming tasks and ensuring authentic assessment practices. Teachers have enjoyed and valued the collegiality and proudly informed the panel that colleagues in other schools are complimentary about the quality of the work of the college staff, in particular, the validity of their assessment tasks.

The college has implemented a range of strategies to support students in their learning. Flexible learning spaces have been developed in the 'B' block for students in Year 7 to 12 and for Reception to Year 6 (R-6) students, to encourage collaborative teaching and individualised programs for students. The old Primary

School Library has been converted into a vibrant open-spaced learning area for the increasing numbers of reception students and to increase its connectivity with the neighbouring childcare centre – Il Nido Childcare Centre. An 'Academic Support' program operates after school, and targets students who require further assistance with their learning and those who have not completed their work. There is a 'Focus Learning Centre' (FLC) where students can access support if required, and Literacy Tutorials provide all Reception to Year 8 students with differentiated literacy learning in English. It is intended to include tutorials for all Year 9 students in Semester 2 of 2017.

A SACE Improvement Strategy is being implemented in 2017 to provide a more proactive approach to tracking and monitoring student achievement and to facilitate consistent improvement in SACE data. Targets have been identified, including implementation of a quality assurance process for Stage 2 teachers, 100% completion of compulsory Stage 1 subjects, improved use of traffic light data to measure progress and increased conversions to Community Studies B. Essential English and Essential Maths have been introduced because they are regarded as better options for the college students who are struggling to complete the compulsory literacy and numeracy components of the SACE. There has been a decrease in the numbers of students accessing Vocational Education and Training (VET) options over time, despite the college having an outstanding auto training facility. There is now an intention to increase the number of on-campus VET options, particularly in the arts, physical education and STEM.

There are a number of special entry programs available to students, including sport and dance, and there are numerous opportunities, particularly for students in Years 7 to 12, to participate in in-bound and out-bound International Student Programs. These programs have resulted in a noticeable growth in intercultural understanding of students, which is an expectation of the college's Council for International Schools (CIS) accreditation.

The college has introduced Project-Based Learning (PBL) pedagogy across Reception to Year 10 classes to further enhance the 21st Century skills of critical and creative thinking and to better challenge and engage all students. Some teachers are looking for more time to evaluate the effectiveness of the first round of lessons, while others are finding the concept difficult and requesting further support and training.

Reception to Year 6 (R-6) teachers are seeking additional time for writing and sharing of their PBL units of work. Students in some R-6 classes were observed as fully engaged in their PBL lessons. The R-6 teachers believe the students have more ownership of their learning, and there was evidence that they are clear about the intentions of most of their lessons. These intentions are displayed in some classrooms, and students appeared engaged in the activities and programs that were observed by the Review Panel.

The R-6 literacy program is highly regarded and there is a shared focus on moving students from 'play' to independent learning and building their capacity to talk about their learning. Running Records in Years 1 and 2 in 2016 are consistent, and the college is continuing to focus on explicit teaching of literacy in 2017, with literacy tasks each week, and opportunities for groups of 4 to 6 students to read, answer questions and practice their vocabulary. Reception to Year 6 teachers are now looking to focus on the students' numeracy. Teachers regularly discuss the students' data with individuals and are looking to de-privatise their classrooms, video, share lesson pedagogy and better use the collaborative learning spaces. However, the use of ICT as a teaching and learning tool is spasmodic, despite ready access to devices.

Pedagogy in Years 7 to 12 is more traditional and largely textbook and worksheet-focused, as observed by the Review Panel and discussed by teachers and students. Bring Your Own Device (BYOD) is encouraged, and there are significant numbers of additional devices located throughout the college. Most classrooms have a digital projector which is used by most staff. A more coordinated approach to the implementation of the digital technologies curriculum is being sought by teachers across R-12. The use of ICT by teachers and students as a contemporary teaching and learning tool to challenge and engage students, or support the development of critical and creative thinkers, is not yet common practice.

A case management team has been introduced in 2017 to lead student wellbeing programs. This team is carefully monitoring the progress of all students, particularly Aboriginal students, students who have a disability, require a Negotiated Education Plan, or who do not have English as their first language. Staff in this team have established strong relationships with families and a modified SACE is being encouraged for some of these students. Recent data indicates significant progress in increasing attendance and achievement amongst many of these marginalised students.

All teachers across R-12 used 'Growth Mindset' language and talked about the 'failure mindset' of many of

their students. Many Year 7 to 12 students indicated they are not aspirational or 'driven'. There is an intention to introduce the 'positive psychology' program as a strategy to change this mindset, to increase the number of students aspiring to tertiary education and higher levels of achievement. SACE students talked about some teachers challenging them, providing them with quality feedback and unpacking the rubrics to make them more effective. However, this was not evident in interviews with all students on the 7-12 campus.

Cohesiveness across the R-12 college continues to be a work-in-progress, with some teachers now teaching on both campuses, while there continues to be resistance from others to engage in R-12 teaching and learning. An R-12 learning continuum and R-12 'implementos' on literacy and numeracy are in their formative stage, and R-12 Learning Agreements are yet to be finalised. Some teaching and learning areas have embraced the R-12 culture, and there is a level of excitement amongst some teachers about the possibilities in the future for some innovative programs and activities across the college. The newly appointed executive leaders now have R-12 responsibilities in the capabilities of literacy and numeracy, and critical and creative thinking, as well as student wellbeing, and there is an expectation that these appointments will significantly impact on the development of a whole-college approach to improving learning outcomes for all students.

Direction 1
Support all teachers to implement effective pedagogies that include project-based learning, and engage and challenge all students across the R-12 campus.

Direction 2
Build a whole-school approach to literacy and numeracy, critical and creative thinking, and student wellbeing.

To what extent is a positive and focused approach to improvement and change evident?

The college's executive Leadership Team is committed to a change in direction for the school, aligned to the development of a new Site Improvement Plan that will include reference to the External Review Directions. Planning is underway to consolidate the priorities of literacy and numeracy, critical and creative thinking and student wellbeing across the college.

As one strategy to develop a truly R-12 college, there has been significant change in the leadership structure of the college for 2017, with the current structure aligned to the new R-12 foci. Three of the new executive leadership positions have an R-12 focus, while 5 out of the 7 appointments are new to their position and the school. Each new leader could articulate a clear understanding of the portfolio and the challenges to be faced in developing and implementing responsibilities across the college. Some documentation about individual leaders' work was provided to the Review Panel, but further work was recommended to make this documentation more user-friendly for staff.

A new leader has been appointed to implement an R-12 timetable, which requires the R-6 teachers to operate on timetable lines, so that teachers can be shared across the two campuses. In addition, this new leader is negotiating with DECD HR, with support from the Principal, to determine how to allocate equal loads for all teachers across an R-12 college. Reception to Year 6 (R-6) staff find some of these changes highly challenging, mainly because they believe the younger students now have too many teachers. Members of the Executive Leadership Team indicated they are aware of the concerns of these staff and are working on strategies to address them.

Work is already underway to clarify and communicate the new roles and responsibilities of all leaders, with an increased focus on building staff pedagogical practices and an interdisciplinary approach, and provide opportunities for teams to work together. While there is a concern amongst many teachers about the breadth of responsibilities expected of college leaders, the establishment of large offices is already regarded as improving relationships between teachers and leaders, as well as facilitating collegial sharing. An inclusion of the Capabilities PLCs into the meeting cycle has enabled staff to work as part of an R-12, interdisciplinary team focusing on one of the capabilities. These communities meet on 2 to 3 staff meeting nights each term. A number of staff indicated that they particularly appreciate the opportunity to participate in the Open PLC, where professional dialogue about current pedagogical initiatives in the school

is encouraged and all Teaching and Learning Leaders are invited to attend. There are a number of aspiring leaders who value their involvement in these conversations, as well as the permission they have from the Principal to challenge themselves and take risks, as both teachers and future leaders.

The Executive Team has also organized for all staff to access a broad range of high-quality Professional Learning opportunities at the school, in staff meetings and on Student Free Days. Staff regularly referred to the value of these opportunities in interviews and the common language used by many staff when talking about teaching and learning was noticeable. Consensus amongst teachers and leaders was evident: that following all the professional learning, it is now time to focus narrow and deep, on a small number of priorities. Almost all are eager for time and opportunity to deconstruct the learning and work together to develop a cohesive approach to moving forward.

Learning Area Leaders, as leaders of learning, have been responsible for documentation to meet departmental and CIS Requirements. It was evident in interviews that, while this documentation is of a high quality, relating to the implementation of the Australian Curriculum (Learning and Assessment Plans and Assessment Tasks), work is needed to address the inconsistent approach of some of these leaders to school improvement and the achievement of school priorities, especially the monitoring of the performance of their teams.

All staff are well-acquainted with self-review processes because of the long-term commitment of the college to maintaining CIS accreditation. However, while both line management and the Personal Development Program have been in place for some time, it was evident that it would benefit from a review, possibly impacted by the change in college leadership. Reception to Year 6 teachers are recording their lessons on video, and providing regular feedback to each other, however, this is not evident elsewhere in the college. There is also limited opportunity for students to provide feedback to their teachers, and limited opportunities for students to have a leadership role in the school or influence the quality of their learning. One of the newly appointed leaders will be responsible for the re-establishment of processes and programs to increase the role and influence of students in determining their learning, and having an impact on school improvement.

Direction 3
Build the capacity of current and aspiring leaders so that they work cohesively towards effectively implementing school priorities.

How well are the results of data and evidence translated into targeted actions?

Staff are able to access significant amounts of data about the performance and achievement of their students. This data is collated by an SSO and generally accessed on DayMap. Data walls are evident throughout the college, and there is an expectation that data will be discussed and analysed in PLCs and line management meetings and included in teachers' PDPs. Reception to Year 2 staff regularly use Sight Words (Oxford) as a strategy to improve Running Records data, while other R-6 staff regularly share and analyse the NAPLAN and PAT data, and ensure a student's folder of work is handed over through to Year 7.

Analysis of datasets includes NAPLAN, PAT-M and PAT-R data from Years 3 to 10, SACE data in a range of formats, Student Wellbeing and attendance data for the middle year students, Client Surveys, A to E data and GPAs. The School Performance data is also available. There have been some attempts by leaders to triangulate the datasets so as to better track individual students and school improvement, but all leaders acknowledged that this is a work-in-progress.

Early in 2017, the Executive Team provided staff with a comprehensive evaluation of the School Performance report. Other leaders were expected to analyse this data by group and category, while Teaching and Learning Area leaders were expected to analyse and discuss the data with their teams in PLC meetings and include conversations about individual data in line management meetings. The year level teams subsequently analysed cohorts after ranking the GPAs of students. The aim was to establish a culture where teachers regularly reflect, review and subsequently plan pedagogies and differentiated tasks to improve student outcomes. It was evident that this analysis and follow-up is yet to be completed in all PLCs.

All teachers are required to upload traffic light data every 5 weeks into DayMap, as part of the school's continuous assessment and SACE improvement strategies. Many staff across the college are still struggling with this expectation, but planned changes in how staff are able to use DayMap are expected to make the process more efficient in the future and ensure greater consistency in how DayMap is used by teachers to share material with students and parents. The college has invested significantly in the training of staff to use the full capacity of DayMap to provide the evidence needed to improve their teaching.

Many teachers talked about the difficulties they face to effectively differentiate their teaching and meet the increasingly diverse needs of students in their classes. While they acknowledge the data is available to help them, they indicated they would prefer to have more SSOs in their classes to help with the students not reaching benchmark, while some asked for streaming of their classes. Some admitted to not always using the data to identify high-band students, and are looking to improve the challenges they provide for these students. Others were more positive about the evidence provided by the data, and are keen to take up the challenge of adapting their pedagogy to ensure all students in their classes are engaged and stretched in their learning. The literacy tutorials (R-8) are an example of how teams of teachers use data to differentiate literacy instruction in English.

In discussions with the SACE team, it was clear that they are well-acquainted with the data about the destinations of the 80 students who left the school from Year 10, and the 68 students who left from the beginning of Year 12. To support students at Stage 2, the school has undertaken a review of subject teachers in 2017, organised for early career teachers to attend SACE clarifying forums, and put in place specific monitoring processes.

Generally, students are unaware of their own data, including their performance in the NAPLAN. Senior students can, however, readily access DayMap to track their achievement in SACE. All teachers in the Reception to Year 8 literacy tutorials are expected to find time to spend 10 minutes with each student to discuss his or her data and encourage reflection and goal-setting. These sessions were observed by the Review Panel, and it was very evident that the students enjoy these opportunities.

The college's attendance data has not changed significantly over a number of years, with attendance at R-6 slightly better than at Years 7 to 12. Processes for collecting and monitoring the data are managed through DayMap, with a team of SSO staff used to follow-up unexplained absences. An SMS message goes home each day, but it was evident that parents are requiring more support in their responsibilities to respond to these alerts and to request exemption forms for holidays. The 50 chronic non-attenders are enrolled in FLO programs. There is an intention to include a target for improved attendance in the new SIP, aligned to changes in pedagogy that better engage students and encourage them to attend more regularly.

Direction 4
Ensure all teachers are able to access and use multiple datasets to effectively differentiate teaching and learning for students.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2017

Charles Campbell College uses self-review processes regularly and it is expected that the new Leadership Team will continue to provide the strategic direction, planning and targeted interventions required to consolidate the R-12 culture and ensure positive learning outcomes for all students.

The Principal will work with the Education Director to implement the following Directions:

1. Support all teachers to implement effective pedagogies that include project-based learning, and engage and challenge all students across the R-12 campus.

2. Build a whole-school approach to literacy and numeracy, critical and creative thinking, and student wellbeing.

3. Build the capacity of current and aspiring leaders so that they work cohesively towards effectively implementing school priorities.

4. Ensure all teachers are able to access and use multiple datasets to effectively differentiate teaching and learning for students.

Based on the school's current performance, Charles Campbell College will be externally reviewed again in 2021.

Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY

Anne Millard
EXECUTIVE DIRECTOR,
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS

The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.

Sue George-Duif
PRINCIPAL
CHARLES CAMPBELL COLLEGE

Governing Council Chairperson

Appendix One

Policy compliance

The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.

The Principal of Charles Campbell College has verified that the school is compliant in all applicable DECD policies.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be working towards being compliant with this policy. The school attendance rate for 2016 was 88.9%.

Appendix Two

School Performance Overview

The External School Review process includes an analysis of school performance as measured against the DECD Standard of Educational Achievement (SEA).

Reading

In the early years, reading progress is monitored against Running Records. In 2016, 64% of Year 1 and 70% of Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents an improvement from the historic baseline average at both Years 1 and 2.

In 2016, the reading results, as measured by NAPLAN, indicate that 83% of Year 3 students, 70% of Year 5 students, 72% of Year 7 students and 58% of Year 9 students demonstrated the expected achievement under the DECD SEA. For Years 3, 5 and 7 this result represents an improvement, and for Year 9, this result represents little or no change from the historic baseline average.

For 2016 Year 3, 5, 7 and 9 NAPLAN Reading, the school is achieving within the results of similar students across DECD schools.

In 2016, 25% of Year 3, 23% of Year 5, 16% of Year 7, and 14% of Year 9 students achieved in the top two NAPLAN Reading bands. This result represents a decline from the historic baseline average for Year 3 students. There is an upward trend at Year 5 between 2014 and 2016, from 3% to 23%.

For those students who achieved in the top two NAPLAN proficiency bands in reading, 67%, or 4 of 6 students from Year 3 remain in the upper bands at Year 5 in 2016, 47%, or 8 of 17 students from Year 3 remain in the upper bands at Year 7, 32%, or 13 of 41 students from Year 3 remain in the upper bands at Year 9, and 44%, or 16 of 36 students from Year 7 remain in the upper bands at Year 9 in 2016.

Numeracy

In 2016, the numeracy results, as measured by NAPLAN, indicate that 67% of Year 3 students, 67% of Year 5 students, 81% of Year 7 students, and 68% of Year 9 students demonstrated the expected achievement under the DECD SEA. For Years 5, 7 and 9, this result represents an improvement from the historic baseline average. This result represents little or no change for Year 3 students.

Between 2014 and 2016, the trend for Year 7 and 9 students has been upwards from 70% and 51% in 2014 to 81% and 61%, respectively, in 2016.

For 2016 Year 3, 5 and 9 NAPLAN Numeracy, the school is achieving within the results of similar groups of students across DECD schools. The school is achieving higher than the results of similar DECD schools in Year 7.

In 2016, 12.5% of Year 3, 10% of Year 5, 21% of Year 7, and 12% of Year 9 students achieved in the top two NAPLAN Numeracy bands. For Year 3, this result represents a decline from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy, 17%, or 1 of 6 students from Year 3 remain in the upper bands at Year 5 in 2016, 70%, or 7 of 10 students from Year 3 remain in the upper bands at Year 7, 31% or 9 of 29 students from Year 3 remain in the upper bands at Year 9, and 73%, or 11 of 15 students from Year 7 remain in the upper bands at Year 9 in 2016.

SACE

In terms of SACE completion in 2016, 53% of students in February and 85%in October, who had the potential to complete their SACE did go on to successfully achieve their SACE. This result for October SACE completion represents little or no change from the historic baseline average.

In terms of successful completion of compulsory SACE Stage 1 and 2 subjects in 2016, 80% of students successfully completed their Stage 1 Personal Learning Plan, 81% of students successfully completed their Stage 1 Literacy units, 61% successfully completed their Stage 1 Numeracy units and 88% successfully completed their Stage 2 Research Project.

Eighty-nine percent of grades achieved in the 2016 SACE Stage 2 were C- or higher. This result represents an improvement from the historic baseline average. Seven percent of students completed SACE using VET and there were 60 students enrolled in the Flexible Learning Options program in 2016.

In terms of the number of grades for attempted Stage 2 SACE subjects in 2016, 11% of students achieved an 'A' Grade, and 33% achieved a 'B' Grade. This result represents little or change for the A grade, but a decline from the historic baseline average for the 'B' Grade.

In terms of 2016 tertiary entrance, 67%, or 74 out of 110 potential students achieved an ATAR or TAFE SA selection score. There were also 2 students who were successful in achieving a merit.

In 2016, the school had a limited moderation adjustment in the Research Project, which has been addressed for 2017.