Department for Education
External School Review

Partnerships, Schools and Preschools division

Report for Charles Campbell College

Conducted in October 2020

Review details

Our education system aspires to become the best in Australia by seeking growth for every student, in every class and in every school.

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

The External School Review framework is referenced throughout all stages of the ESR process.

This report 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.

We acknowledge the support and cooperation provided by the staff and school community. While not all review processes, artefacts and comments are documented here, they have all been considered and contribute to the development and directions of this report.

This review was conducted by Kathryn Entwistle, Review Officer of the department's Review, Improvement and Accountability directorate and Meredith Edwards and Sylvia Groves, Review Principals.

Review Process

The following processes were used to gather evidence relevant to the lines of inquiry:

- Presentation from the principal
- Class visits
- Attendance at staff meeting
- Document analysis
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
    - Governing Council representatives
    - Leaders
    - Parent groups
    - School Services Officers (SSOs)
    - Student groups
    - Teachers

School context

Charles Campbell College caters for students from reception to year 12. It is situated 11kms from the Adelaide CBD. The enrolment in 2020 is 1239 and the enrolment at the time of the previous External School Review was 1135. The local partnership is Campbell.

The college has an ICSEA score of 1013, and is classified as Category 5 on the Department for Education Index of Educational Disadvantage.

College population includes 3% Aboriginal students, 9% students with disabilities, 9% students with English as an additional languages or dialect (EALD) background, 1% children/young people in care and 22% of students eligible for school card assistance.

The leadership team consists of a principal in the 2nd year of a seven-year tenure and an executive leadership team comprising 6 assistant principals with responsibility for:
- teaching and learning
- reception to year 6
- years 7 to 9 (including middle school, R-12 student voice, agency and leadership)
- years 10 to 12 (including senior school and SACE improvement)
- student services and international education
- R-12 human relations and timetabling.

There is also a business leader. There are 91 teachers (84.9 FTE) employed at the college, including 4 in the early years of their career and 23 step 9 teachers.

The previous ESR or OTE directions were:

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.**
Direction 3	**Build the capacity of current and aspiring leaders so that they work cohesively towards effectively implementing school priorities.**
Direction 4	**Ensure all teachers are able to access and use multiple datasets to effectively differentiate teaching and learning for students.**

What impact has the implementation of previous directions had on school improvement?
There are examples of effective pedagogical practice in certain areas of the school. Some students and teachers describe approaches that provoke thinking and allow for inquiry. Elements of the gradual release model were also reported. Some teachers explain that direct instruction is followed by modelling by the teacher and opportunities for students to experiment with and apply new learning. To continue delivering contemporary pedagogy coherently across the school, a deliberate, systematic approach will be

necessary.

In response to direction 2, a comprehensive literacy agreement was developed in 2018. This included expected practice for teaching reading and writing, reference to datasets, a professional learning agenda and a self-audit tool. The panel was informed by a leader that document implementation stalled and, in 2020, the site improvement plan plays more of an instructional role in guiding practice in writing. More indication of teaching of writing is provided against line of inquiry 1 of this report.

Evidence of opportunities for teachers and middle managers to extend their leadership capabilities was clear. The school's 4 action teams, convened to lead student and staff wellbeing, student engagement and staff professional learning, comprise on average 7 teachers. They have responsibility to design and lead systems to promote the aforementioned concepts. A group known as 'executive leaders' advisors', are teaching staff with responsibility to act as a conduit between teaching staff and the executive team and ensure more efficient and transparent communication. To progress leaders' capacity to build teachers' data literacy, one assistant principal conducted a professional development forum, modelling how to identify trends and patterns in data and triangulate datasets. Participants then replicated the session with their staff. The Learning Improvement Division literacy and numeracy acceleration agreement sees 'champions' identified to support improved literacy teaching, including literacy of mathematics, across the school.

The school's work towards 2017 ESR direction 4 is discussed in line of inquiry 2 of this report.

Lines of inquiry

Effective school improvement planning

How effectively does the school use improvement planning processes to raise student achievement?

Leaders sought staff and student input to scaffold a culture and conditions conducive to improvement. Action teams were established to respond to feedback and improve wellbeing, student engagement and professional learning. Systems to allow greater consultation in decision-making were designed. Leaders continue to work towards a unified, collective reception to year 12 culture.

The school improvement plan (SIP) priorities are writing and numeracy. In 2020, writing has taken precedence. Improvement in teaching of writing strategies was progressed in reception to year 6 classes and some learning areas in years 7 to 9. Whilst these teachers implemented teaching of sentence and paragraph structure or subject-specific vocabulary, these concepts are not documented in the SIP challenge of practice or actions. Teachers express a need for clarity about what the challenges of practice mean for their practice, and how to action the teaching of writing. Using literacy guidebooks to identify actions, and comparing these with existing practice, will instruct staff about expected teaching of writing across the school.

Leaders report that previous targets for literacy and numeracy achievement were set low, and 2019 NAPLAN assessment saw all targets achieved. Their intent is to review and set more aspirational targets.

Systems that build teachers' capacity to understand and implement effective practice in writing had a positive impact across some cohorts. In reception to year 6, professional learning communities (PLC) were led intentionally and specified the strategies teachers will employ. However, due to the discretionary nature of the PLC model, teachers, mainly in years 7 to 12, report the forums lack intent and would benefit from greater direction and structure.

Alignment between performance and development processes (PDP) and school priorities is an area for improvement. Whilst there is some evidence of PDP focused on improvement in writing practice, it was not common. It will be essential to develop middle managers' ability to conduct differentiated PDP, specific to expected practice in writing and aligned with teachers' varied needs.

Direction 1   **Improve students' writing skills by refining the challenge of practice to clarify areas for improvement and identifying specific actions teachers will implement, R-12.**

Direction 2   **Ensure consistent teaching of writing by establishing professional learning and performance development systems that focus clearly on expected practice and are coherently designed and led.**

Effective teaching and student learning

To what extent is student data and evidence used to inform and refine teaching at an individual, group and class level?

A data manager has been employed to collate a range of data. A detailed data schedule that documents staff responsibilities, agreed timelines and data accessibility was developed. Staff report that forums were provided for them to access and navigate systemic data platforms. The profile of data is evident within the school and the need to move to an analytical approach is the next step.

In the junior school, assessments and data are used strategically to inform differentiated teaching and task design. Reception to year 6 teachers report that Progressive Achievement Tests and Running Records data are used to form groups responsive to students' miscues and strengths. Documents provided to the panel confirm this. Some reception to year 6 teachers conduct pre-tests to inform task design, tailored to the levels of understanding students demonstrate.

Many teachers and leaders would welcome the opportunity to build their confidence and capacity to work more diagnostically with data, relevant to their learning area or cohort. Teachers make accommodations so students can access and complete a task, rather than teach to address the student's actual miscue. A deeper understanding of how to effectively analyse students' achievement data, and how to translate this into planning, will positively impact teachers' capacity to address students' learning needs.

When considering data analysis, the panel encourages reference to the SIP success criteria. The school can consider which evidence and data will allow teachers to regularly evaluate the impact of teaching of writing against what students can say, make, do or understand. Once this is established, teachers will be able to make ongoing adjustments to teaching in response to students' needs.

Direction 3   **Better address students' learning needs by developing teachers' and leaders' capability to analyse achievement data to identify students' miscues and strengths and inform intentional teaching.**

Effective teaching and student learning

To what extent do teachers ensure that students have authentic influence in their learning?

Evidence of teaching strategies that allow students to understand and monitor their progress is apparent in certain year levels and learning areas across the school. Success criteria, learning intentions and feedback are provided to individual students. When worded accessibly, students believe that strategies are valuable in helping them understand the purpose and progression of their learning. In a year 6 class, verbs taken from the Australian Curriculum (AC) achievement standards are displayed to let students fully understand the outcomes they are working towards. Some junior school students discuss their learning goal and steps they need to take to achieve it. Senior secondary students report that performance standards and proficiency scales are valuable in supporting them to work towards higher grades. In 2019, SACE 'A' and 'B' grade achievement was the highest in 6 years, at 57%.

Further broadening student agency across the school is the next logical step. Students say they know how they are progressing only once they receive a grade or report. Senior students explained they often need to seek teacher feedback, which, once requested, is willingly provided. A number of success criteria sighted refer to the steps in a task or development of a product, rather than AC learning outcomes and what students will be able to do and understand. A more sophisticated and intentional use of success criteria will contribute to students' understanding of the purpose and characteristics of successful achievement.

The strategies that enable student agency can support the school's priority of improvement in writing. Designing rubrics, success criteria and feedback aligned with writing will better support students to understand and monitor their progress. Establishing an agreed approach, and exploring how this will be initiated across different year levels, will ensure collective commitment and implementation of teaching strategies that promote student agency.

Direction 4   **Maximise student agency by collectively establishing an agreed approach to teaching strategies that allow students to understand the purpose and criteria of their learning R-12.**

Outcomes of the External School Review 2020

At Charles Campbell College, student and staff perception data is sought, collated and considered. Findings from data initially sourced in 2019 influenced the development of forums to elicit greater collective voice and consultation. Systems to ensure that executive leaders remain aware of staff opinions are in place. Leaders took opportunities to reflect on and adjust some historically practised approaches to improve the impact they have on culture and school improvement. An intent to establish a unified and collaborative reception to year 12 school is clear.

Directions from the external school review provide opportunities to establish common areas for collective progress across the school. The teaching of writing, analytical use of data and development of agreed approaches to student agency in learning will allow the staff to move forward as a group with mutual direction. Whilst adjustments will be made according to cohorts or learning areas, agreed approaches will apply across a unified reception to year 12 school.

The principal will work with the education director to implement the following directions:

Direction 1   **Improve students' writing skills by refining the challenge of practice to clarify areas for improvement and identifying specific actions teachers will implement, R-12.**

Direction 2   **Ensure consistent teaching of writing by establishing professional learning and performance development systems that focus clearly on expected practice and are coherently designed and led.**

Direction 3   **Better address students' learning needs by developing teachers' and leaders' capability to analyse achievement data to identify students' miscues and strengths and inform intentional teaching.**

Direction 4   **Maximise student agency by collectively establishing an agreed approach to teaching strategies that allow students to understand the purpose and criteria of their learning R-12.**

Based on the school's current performance, Charles Campbell College will be externally reviewed again in 2023.

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Appendix 1

School performance overview

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

Reading

In the early years, reading progress is monitored against Running Records. In 2019, 74% of year 1 and 77% of year 2 students demonstrated the expected achievement against the SEA. This result represents an improvement for year 1 and little or no change for year 2 from the historic baseline average.

In 2019, the reading results, as measured by NAPLAN, indicate that 81% of year 3 students, 77% of year 5 students, 73% of year 7 students and 66% of year 9 students demonstrated the expected achievement against the SEA. For years 3, 5 and 9, this result represents an improvement from the historic baseline average and for year 7, little or no change.

For 2019, year 3, 5 and 9 NAPLAN reading, the school is achieving within the results of similar students across government schools and for year 7, below.

In 2019, 44% of year 3, 23% of year 5 and 18% of year 7, and 12% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in reading, 25%, or 3 of 12 students from year 3 remain in the upper bands at year 5, 37%, or 7 of 19 students from year 3 remain in the upper bands at year 7, 27%, or 11 of 41 students from year 3 remain in the upper bands at year 9.

Numeracy

In 2019, the numeracy results, as measured by NAPLAN, indicate that 81% of year 3 students, 73% of year 5 students, 70% of year 7 students and 67% of year 9 students demonstrated the expected achievement against the SEA. For year 3, 5 and 9, this result represents an improvement from the historic baseline average and for year 7, little or no change.

Between 2017 and 2019, the trend for year 7 has been downwards, from 77% to 70%.

For 2019, year 3, 5, 7 and 9 NAPLAN numeracy, the school is achieving within the results of similar groups of students across government schools.

In 2019, 35% of year 3, 10% of year 5, 31% of year 7 and 11% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 3, this result represents an improvement from the historic baseline average.

For those students in 2019 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 14%, or 1 of 7 students from year 3 remain in the upper bands at year 5, 71%, or 10 of 14 students from year 3 remain in the upper bands at year 7 and 23%, or 7 of 30 students from year 3 remain in the upper bands at year 9.

SACE

In terms of SACE completion in 2019, 74% of students enrolled in February and 98% of those enrolled in October, who had the potential to complete their SACE did go on to successfully achieve SACE.

For compulsory SACE Stage 1 and 2 subjects in 2019, 95% of students successfully completed their Stage 1 Personal Learning Plan, 92% of students successfully completed their Stage 1 literacy units, 80% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2019, 98% of grades achieved were at 'C-' level or higher, 15% of grades were at an 'A' level and 42% of grades were at an 'B' level. This result represents an improvement for the 'A' level grade and the 'B' level grade, from the historic baseline averages.

Thirty seven percent of Stage 2 students completed SACE using VET and there were 57 students enrolled in the Flexible Learning Options (FLO) program in 2019, 22 of whom enrolled in year 12.

In terms of 2019 tertiary entrance, 61.5%, or 72 out of 117 potential students achieved an ATAR or TAFE SA selection score. In 2019, the College had a moderation adjustment of an average moderation score of -1.2 down and 1.0 up. The compulsory Stage 2 subject – Research Project – had no adjustment. In 2019 the college was moderated for General Mathematics and had no adjustment.