



**ACT**  
Government  
Education

# SPECIAL PURPOSE REVIEW

CALWELL HIGH SCHOOL  
JULY 2022

## **SPECIAL PURPOSE REVIEW – CALWELL HIGH SCHOOL**

### **Report Endorsement**

The following report was prepared as a result of the Special Purpose Review (SPR) conducted between 31 May and 3 June 2022 at Calwell High School.

The staff at Calwell High School have received an exit presentation outlining the report findings and recommendations. The Principal has also been briefed on the report.

The following signatory endorses the report on behalf of the panel:



Kris Willis

Special Purpose Review Team Leader

Director of School Improvement – Belconnen Network

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## SECTION 1: RATIONALE FOR THE SPECIAL PURPOSE REVIEW

The *People, Practice and Performance Policy* recognises that some schools may require targeted support at any point in the Integrated School Improvement cycle. It states:

*1.13 The People, Practice and Performance Policy recognises that some schools may require targeted support at any point in the Integrated School Improvement cycle. Where the DSI, in consultation with the Principal, identifies that a school requires significant assistance in its pursuit of excellence, a special purpose review may be undertaken.*

*1.14 Recommendations from school special purpose reviews will inform the school's support and improvement planning and focus on supporting the principal to shift the school onto a sustainable path of performance and improvement.*

*3.5 An additional process involving special purpose reviews enables appropriate intervention and support for schools requiring targeted assistance.*

A Special Purpose Review (SPR) provides an opportunity to support a school to undertake an in-depth assessment of components of the school review and improvement cycle outside the annual process of school self-assessment.

This rationale takes into account the necessity for collaboration and consultation between the review team leader, the principal and all school staff. It is a requirement that all school staff are valued and supported throughout the process.

A SPR is conducted to inform school improvement activities. As such the report is written with the intention that school leaders and the Director of School Improvement are the audience.

### THE CONTEXT FOR THIS SPECIAL PURPOSE REVIEW

The Director-General approved this SPR to support Calwell High School (CHS) to identify and respond to areas requiring both immediate and long-term improvement with the review to occur in consultation with and with input from the staff, students and school community.

Information and data from and about the school supported a focus of the review on teaching, learning and operational aspects of CHS to ensure:

- Students can engage effectively in learning.
- Student and staff wellbeing.
- The school manages student complexity.

It considered four key lines of inquiry:

- Student learning and engagement.
- Teaching practices.
- Leadership practices.
- Organisational practices.

CHS has been on a differentiated support plan since late 2019 with targeted supports being provided to address a range of identified triggers. The traction of the supports provided to CHS since 2019 were considered as part of the review.

In March 2022 WorkSafe ACT attended Calwell High School (CHS) and undertook a workplace inspection in response to information received regarding student incidents and staff shortages. As a result of the visit three improvement notices and one prohibition notice were issued to the

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Education Directorate (the Directorate). Three additional improvement notices were issued in May 2022.

The Directorate implemented a range of actions to support the school and its community to respond to the WorkSafe ACT notices and recent incidents. These addressed areas that required immediate improvement and enabled the safe and supportive return of students to the school in Term Two of 2022. This work was completed prior to the commencement of this review. The SPR and its recommendations must complement the work identified in the *Calwell High School Work Health and Safety Action Plan*.

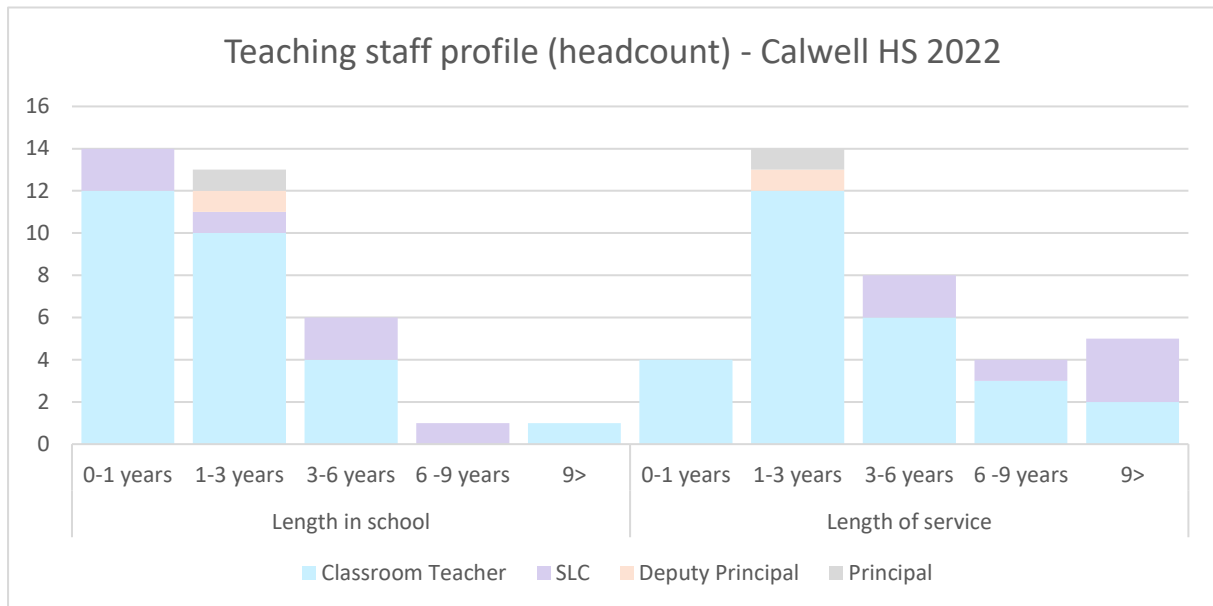
### SCHOOL CONTEXT

<b>Location</b>	<a href="#">111 Casey Cres, Calwell ACT 2905</a>
<b>Education Network</b>	Tuggeranong
<b>Year opened</b>	1991
<b>Year Levels</b>	7-10
<b>Enrolments</b>	<p>Student enrolment was 417 in Feb 2022, a decrease of 2 students (-0.5%) from 2021. The ACT high school sector increased enrolments by 2.5% in 2022.</p> <p>Year 7 - 96 Year 8 - 108 Year 9 - 100 Year 10 - 113</p>
<b>Indigenous enrolment %</b>	<p>Calwell High has an indigenous student enrolment of 11.5%. This was 3.2 times the sector average (3.5%).</p> <p>Year 7 – 12 (12.5%) Year 8 – 17 (15.7%) Year 9 – 8 (8.0%) Year 10 – 11 (9.7%)</p>
<b>Students with a disability enrolment %</b>	<p>Calwell High School has 38 student enrolments in Students with Disability (SWD) support programs. This represents 9.1% of total enrolment. This is above the sector average of 6.1%. The SWD enrolment increased from 31 in 2021 (+23.0%).</p> <p>Year 7 – 10 (10.4%) Year 8 – 14 (13.0%) Year 9 – 8 (8.0%) Year 10 – 6 (5.3%)</p>
<b>Year Principal appointed</b>	2019
<b>Full time equivalent staff (FTE)</b>	<p>61.0 FTE (Head count 68)</p> <p>School leaders– 10.6 Classroom teachers – 29.9 School assistants – 13.4 Other support and admin – 7.1</p>

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### Teaching Staff Profile

Note the difference in FTE between the staffing profile below and FTE staff indicated above reflects individuals on paid or unpaid leave.



Please note "Length of service" reflects time in the ACTPS and does not account for experience in other jurisdictions or the independent or Catholic education systems

TERMS OF REFERENCE

Theme	Inquiry lines
The school meets the learning needs of all students	<p><i>Student learning and engagement</i></p> <ul style="list-style-type: none"> <li>• Students demonstrate cognitive, behavioural and emotional engagement in their learning</li> <li>• Student learning outcomes show incremental growth</li> </ul> <p><i>Teaching practices</i></p> <ul style="list-style-type: none"> <li>• Teachers systematically use multiple sources of student evidence to inform teaching programs</li> <li>• Learning programs are differentiated</li> <li>• Teachers collaboratively work through cycles of inquiry to improve student outcomes</li> <li>• Teachers foster and form positive relationships with parents/carers to support student learning</li> </ul> <p><i>Leadership practices</i></p> <ul style="list-style-type: none"> <li>• School leaders monitor student learning data to inform targeted intervention groups and programs</li> <li>• Leaders are skilled at feedback and engage in effective improvement conversations with co-leaders and teachers</li> <li>• School leadership engages with community regularly to support student learning</li> <li>• The school leadership team is united and committed to improving outcomes for students</li> </ul> <p><i>Organisational practices</i></p> <ul style="list-style-type: none"> <li>• There are systems in place to support the analysis of formative and summative student learning data</li> <li>• Professional learning is targeted to address school priorities and needs</li> <li>• Staff are deployed in ways that best meet the learning needs of all students, including subject experts</li> </ul>

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Theme	Inquiry lines
The school meets the wellbeing needs of all students	<p><i>Student learning and engagement</i></p> <ul style="list-style-type: none"> <li>• Students have a strong sense of 'belonging' to the school</li> <li>• Students' wellbeing needs are supported at the school</li> <li>• Students know the expected behaviours across all settings at the school</li> </ul> <p><i>Teaching practices</i></p> <ul style="list-style-type: none"> <li>• Teachers plan, deliver and evaluate wellbeing programs that are differentiated to meet the needs of all students</li> <li>• Teachers use multiple sources of data to support all student's wellbeing needs</li> <li>• Teachers explicitly teach and reinforce expected student behaviours</li> <li>• Teachers' interactions with students are caring, polite and inclusive</li> <li>• Teachers foster and form positive relationships with parents/carers to support student learning</li> </ul> <p><i>Leadership practices</i></p> <ul style="list-style-type: none"> <li>• School leaders monitor student wellbeing data to inform targeted intervention groups and programs</li> <li>• School leaders have clear strategies to promote appropriate behaviour including agreed responses</li> <li>• School leadership engages with community regularly to promote student wellbeing</li> </ul> <p><i>Organisational practices</i></p> <ul style="list-style-type: none"> <li>• There are systematic processes in place to address individual student wellbeing concerns and needs</li> <li>• The school accesses support from ESO and external agencies to meet wellbeing needs of students</li> <li>• There are systems in place to support the collection and communication of student wellbeing information with the relevant people</li> <li>• Communication and school community engagement supports parent involvement and support for student learning and wellbeing</li> </ul>



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Theme	Inquiry lines
The school manages student complexity – disability and behaviour	<p><i>Student learning and engagement</i></p> <ul style="list-style-type: none"> <li>Students achieve goals set out in personalised plans (ILP's, behaviour plans etc.) This includes student voice in construction and review of plans</li> <li>Students understand processes in addressing behaviour expectations and concerns across all settings at the school</li> </ul> <p><i>Teaching practices</i></p> <ul style="list-style-type: none"> <li>Teachers consult with parents and students to ensure reasonable adjustments are made and documented in the appropriate plans</li> <li>Teachers use restorative and/or disciplinary measures as appropriate</li> </ul> <p><i>Leadership practices</i></p> <ul style="list-style-type: none"> <li>Leaders provide support in the implementation of behaviour management policies and plans (e.g. safety plans, PBSP, ILPs etc.)</li> <li>Leaders collaborate on, and communicate with staff, students and parents/carers on agreed responses and consequences for inappropriate behaviour</li> <li>Leaders are united and consistent in the management of behaviour incidents</li> </ul> <p><i>Organisational practices</i></p> <ul style="list-style-type: none"> <li>The school has systematic processes to monitor and to respond to behaviour incidents</li> <li>There is a clear understanding of roles and responsibilities of staff at all levels when managing student behaviour</li> </ul>
The school manages Work Health Safety (WHS) responsibilities including staff wellbeing	<p><i>Student learning and engagement</i></p> <ul style="list-style-type: none"> <li>Students understand the importance of adhering to emergency procedures</li> <li>Students take responsibility for contributing to a safe school</li> </ul> <p><i>Teaching practices</i></p> <ul style="list-style-type: none"> <li>Staff take responsibility for ensuring the workplace is safe including reporting issues and concerns</li> <li>Teachers are explicit about students' responsibilities to keep the school safe</li> </ul> <p><i>Leadership practices</i></p> <ul style="list-style-type: none"> <li>Leaders are aware of their roles and responsibilities in managing risk and incidents</li> <li>Leaders have strategies in place to build safe and positive wellbeing cultures in the school</li> <li>Leaders systematically analyse and respond to wellbeing concerns of staff</li> </ul> <p><i>Organisational practices</i></p> <ul style="list-style-type: none"> <li>There are procedures and routines in place to regularly review student plans, including post incident follow up</li> <li>There are systematic procedures in place to support the reporting of WHS issues – building and wellbeing</li> </ul>

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### **REVIEW METHODOLOGY**

The methodology used involved collection of a broad range of information for analysis including:

- Structured interviews with staff, students and school community members.
- Analysis of school plans including School Improvement Plan, Impact Report, ACER School Review and Support plan.
- Analysis of relevant school documentation and data including school performance and climate data.
- Observation of school routines including classroom visits.

The Terms of Reference and inquiry lines for the review guided the SPR team throughout the information gathering process.

### **THE SPECIAL PURPOSE REVIEW TEAM**

The SPR team membership was established based on the expertise needed to respond to the Terms of Reference.

#### **SPR Team Leader**

- Kris Willis - Director School Improvement, ACT Education Directorate.

#### **Reviewers**

- Todd Macbeth - Acting Executive Director School Support Division South-Western Region, Department of Education and Training, Victoria.
- Anne Reddie - Director, Child Wellbeing and Mental Health Services, NSW Department of Education.
- Anne Gummow - Director, Learning and Teaching, ACT Education Directorate.
- Craig Edwards - Principal, Dickson College, ACT Education Directorate.

## **SECTION 2: REVIEW OBSERVATIONS AND FINDINGS**

### **OBSERVATIONS**

CHS, like all other schools, has been impacted by the COVID pandemic. The impact has been significant and has resulted in higher-than-normal staff absence rates during 2021 and 2022 as well as a rapidly changing teaching/learning environment. However, staff absence rates at CHS appears in line with that in other ACT public schools.

What is different in the CHS context are the additional underlying complexities that result from:

- High staff turnover, with 77% of teaching and school leadership having been at the school for less than 3 years (with 40% being less than 1 year).
- Low levels of experience, with 51% of teaching and school leadership having less than 3 years' experience in ACT public schools and 33% being new educators (0-3 years' experience).

In the panel's opinion these factors have contributed to a loss of strategic focus by school leadership. The panel also noted that the timing of the review coincides with the operational response to the WorkSafe notices, and the actions and activities being managed by school leaders.

There was also a view from a number of stakeholders that there was a difference between the school portrayal in the public domain versus their experience of the day-to-day work being undertaken at the school this year. Whilst challenges were acknowledged, the concern was that the public discourse was not balanced and was negatively impacting staff, students and parents at the school.

It should be noted that despite this, the panel's observations and evidence gathering during the review supported that:

- CHS staff are welcoming, supportive of each other and keen to progress on an improvement journey collectively.
- Positive relationships exist between staff and students – the students interviewed all identified a trusted teacher or staff member they could talk to if needed.
- The school is prioritising student wellbeing and ensuring that everyone feels safe – there was evidence of improvement in this area during Term 2.
- School leadership have become more proactive in behaviour management –major negative behaviour is being followed up in a timely manner.
- The majority of staff, students and their parents interviewed indicated they felt safe at school.

A clear theme from discussions with students and the school community, as well as observations from the SPR panel, was the need for improvement in the school's focus on teaching and quality learning outcomes. The evidence available to the panel indicated the current focus on wellbeing has overshadowed consistent implementation of quality teaching and learning practices. The panel noted that reported increases in in-class behavioural management issues could be attributed to a lack of engaging teaching practices and high impact teaching strategies.

### **KEY FINDINGS**

The SPR panel were onsite at CHS from 31 May until 3 June. During this time the panel, both individually and groups:

- Interviewed school leaders, current and previous teaching and other staff, students, parents and carers.
- Observed teaching and wellbeing practices.

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- Considered documentation and data about learning and teaching and behaviour management.

The summary of the key findings, in no particular priority order, against the terms of reference are as follows:

	Inquiry line	Key Findings
The school meets the learning needs of all students	<i>Student learning and engagement</i>	<ul style="list-style-type: none"> <li>• Some students reported high levels of engagement</li> <li>• Students all identified at least one trusted staff member in the school</li> <li>• Perception data indicates a significant reduction in academic emphasis</li> <li>• Evidence did not support sustained growth for students as measured in NAPLAN</li> <li>• Most parents/carers reported a positive relationship with the majority of staff</li> </ul>
	<i>Teaching practices</i>	<ul style="list-style-type: none"> <li>• Student learning data is only collected through formal assessment and that this is not regularly analysed in a systematic manner</li> <li>• Some faculties are providing variety in assessment strategies while others are using only traditional assessment strategies</li> <li>• Evidence and observations support:               <ul style="list-style-type: none"> <li>○ some lessons were differentiated to meet student need</li> <li>○ some faculties were differentiating assessments</li> <li>○ there was limited differentiation of the delivery of curriculum</li> <li>○ some teachers did not fully understand how to differentiate their lessons</li> </ul> </li> <li>• Staff analyse student learning data after assessment but only for moderation and reporting purposes. There was limited evidence that this was also used to inform teaching practice</li> <li>• Lack of evidence that formative assessment is used to modify teaching practice or to implement supports to meet student need</li> <li>• Evidence provided indicates that professional learning was delivered to teaching staff on high impact teaching strategies however implementation and changes in teaching practice were not observed</li> <li>• Evidence that few teachers are receiving observation and feedback cycles and when feedback occurs, it does not seem to be based on pedagogy and teaching practices</li> <li>• Limited evidence of effective Professional Learning Community processes</li> <li>• While some teachers email unit outlines to parents, there was inconsistent evidence of regular communication with parents/carers regarding the curriculum/ teaching and learning programs</li> </ul>
	<i>Leadership practices</i>	<ul style="list-style-type: none"> <li>• No evidence of a consistent and systematic approach to leadership expectations using learning data to inform interventions</li> <li>• Evidence and feedback to the panel suggests that there were significant gaps in the monitoring of learning data including evidence that existing intervention strategies do not cater for all students</li> <li>• The observation and feedback cycle for teachers did not have a research-based framework or regular routines to identify and support learning needs of teachers or provide follow up conversations</li> <li>• Evidence from one faculty indicated their staff were provided regular</li> </ul>

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		<p>observations and feedback</p> <ul style="list-style-type: none"> <li>• Many parents/carers reported they would like more targeted communication from the school</li> <li>• Evidence that some staff make regular phone calls to parents/carers to discuss wellbeing but rarely to discuss student learning</li> <li>• Evidence of positive partnership with Canberra Institute of Technology and Tuggeranong Registered Training Organisation (RTO) to meet student learning needs</li> <li>• Evidence and observations support that executive meetings are predominately focused on operational matters including staffing shortages and student behaviour</li> <li>• There was feedback that there was a commitment from all leaders about improving student outcomes. However, no evidence of a documented strategy or vision</li> <li>• Evidence that staff turnover and new executive have posed challenges for the school</li> </ul>
	<i>Organisational practices</i>	<ul style="list-style-type: none"> <li>• Evidence and observations supported that: <ul style="list-style-type: none"> <li>○ there is a focus on summative assessment processes</li> <li>○ some faculties analysed student achievement data from summative assessments</li> <li>○ no evidence of systematic analysis of formative assessment</li> </ul> </li> <li>• No clear strategy or expectation that faculties analyse student learning data</li> <li>• No evidence of a professional learning plan that indicates a strategic vision for teacher learning at the school</li> <li>• Evidence suggests that the school is limited in its capacity to recruit staff to meet the learning needs of students due to existing recruitment systems/skills availability</li> <li>• Observations, feedback and evidence supported that a significant number of new educators (0-3 years) require mentoring and coaching in pedagogical practices</li> <li>• Staff desire formal coaching and mentoring arrangements</li> <li>• School IT systems and hardware available to some staff in the school do not adequately support staff's ability to analyse student learning data and information</li> </ul>

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	Inquiry line	Key Findings
The school meets the wellbeing needs of all students	<i>Student learning and engagement</i>	<ul style="list-style-type: none"> <li>Feedback from the interviews with students supported that:               <ul style="list-style-type: none"> <li>many of the older students expressed they felt a connection to the school. However, some students from younger year groups did not have a strong connection to the school</li> <li>many students had a strong connection with a trusted staff member</li> <li>all students knew where to go for wellbeing support</li> <li>some students expressed a wish for greater say and input into school decision making</li> </ul> </li> <li>Data suggests that the student group in Year 8 in 2022 have displayed more disengaged behaviours than other cohorts</li> <li>There was no evidence that the existing wellbeing strategies were measured for impact and concerns were raised by staff about whether the existing process might not improve behavioural outcomes for individual students</li> <li>Evidence provided supports there is a structure in place to deliver social and emotional learning through the ASPIRE program but there is no evidence of differentiation or evaluation of its effectiveness</li> <li>Evidence that some students are case managed, but the case manager role appears to be too narrow focusing on being a conduit for communication</li> <li>Observation that wellbeing is owned by the Wellbeing team and not owned across the school</li> </ul>
	<i>Teaching Practice</i>	<ul style="list-style-type: none"> <li>There was limited evidence that expected behaviours are being taught and reinforced. Observations by the panel, including conversations with children, also supported this</li> <li>The panel observed that high frequency low level negative student behaviour, in class and during unstructured times (for example transitioning in the hallway), impacted the delivery of teaching and learning of students</li> <li>Observations in-class supported that teacher interactions with students are caring, polite and inclusive. Feedback from students was that this is not universal</li> <li>Observations in class suggested that restorative practices or teacher scripts are utilized in an ad hoc way</li> <li>The school advised that a new merit system is being implemented to reward positive behaviour. Evidence from the school indicated this: however, this was not universally known by staff and students as it is in its early stages of implementation</li> </ul>
	<i>Leadership practices</i>	<ul style="list-style-type: none"> <li>Emerging evidence of systems or structures to promote expected behaviour</li> <li>Limited evidence of a strategy that empowers the teacher in responding to inappropriate behaviour</li> <li>Limited strategies in place to build capacity in new educators</li> <li>Evidence supported that leadership's engagement with CIT to support Certificate II in Construction was a strong positive for the school</li> <li>School leaders have established offsite and flexible education</li> </ul>

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The school manages student complexity – disability and behaviour		programs involving engagement with community organisations
	<i>Organisational practices</i>	<ul style="list-style-type: none"> <li>Emerging evidence of coherence of expectations to guide behavioural expectations at the school</li> <li>Feedback to the panel from teaching staff was that some students used wellbeing practices to avoid class</li> <li>Case management process in place but no evidence of assessment of its effectiveness</li> <li>Inconsistent information on the role of the case manager</li> <li>A number of supports have been provided by ESO to the school but there was limited evidence of coordination and assessment of the impact of these</li> <li>The observations and feedback to the panel supported that the communication system is fragmented and inconsistent and further hindered by staff inability to access necessary IT</li> <li>No evidence of a consistent structure or routines to identify key wellbeing information and communicate it</li> </ul>
	<i>Student Learning and engagement</i>	<ul style="list-style-type: none"> <li>Limited evidence of consistent application of adjustments for students without a formal disability diagnosis</li> <li>Limited evidence about how Individual Learning Plan (ILP) goals were assessed and how familiar staff were with ILP goals</li> <li>There was evidence of an inconsistent application of ILP/Positive Behaviour Support Plan (PBSP) review and adjustment schedules</li> <li>Evidence suggested that some staff did not value PBSPs and were not aware of the strategies outlined in these</li> <li>Limited evidence of effective Tier 1 Positive Behaviour for Learning (PBL) strategies</li> <li>Students did not feel that there was a predictable response from staff when addressing behaviour expectations</li> <li>Students did not all know the expected behaviours across all settings in the school</li> </ul>
	<i>Teaching Practice</i>	<ul style="list-style-type: none"> <li>No evidence of differentiation or consultation with teaching staff in creation of ILPs in mainstream classes. ILPs in the small group program had a stronger and more consistent process</li> <li>There was no evidence that the assessment of goals in the ILP occurred on a regular basis for students in mainstream classes</li> <li>Ad hoc application of strategies for Positive Behaviour Support Plans (PBSPs)</li> <li>There was limited evidence of high expectations of students and strategies to support engagement</li> <li>Some students reported that their academic and wellbeing needs are not being met</li> </ul>
	<i>Leadership practice</i>	<ul style="list-style-type: none"> <li>Emerging evidence of a focus on minor and major behaviours and how each are addressed</li> <li>Limited evidence that the school was implementing all aspects of the Positive Behaviour for Learning Framework</li> <li>Staff reporting positively about the Learning Support Unit (LSU) program for students with a disability</li> <li>Evidence supports that LSU students did not regularly engage with</li> </ul>

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		<p>classes outside the LSU</p> <ul style="list-style-type: none"> <li>• The understanding and prioritisation of support plans was not consistent across the school</li> <li>• There was evidence that negative behaviours were followed up more quickly during Term 2 by the leadership team than previously</li> <li>• Some teachers reported that they had only observed improvements in major behaviours</li> <li>• There was no evidence that there would be a known and consistent approach to addressing behaviours</li> <li>• There was evidence that leaders did not always agree on the best strategy to support behavioural change and support student wellbeing</li> </ul>
	<i>Organisational Practice</i>	<ul style="list-style-type: none"> <li>• School is in the early stages of restarting PBL</li> <li>• School is developing processes for managing minor or major behaviours</li> <li>• Some executive and staff are not clear around their role in managing student behaviour</li> <li>• Feedback received indicates that some staff are not sure where to seek advice, support, guidance</li> <li>• Evidence that the large turnover of staff has exacerbated the lack of clarity in this area</li> </ul>
The school manages WHS responsibilities including staff wellbeing	<i>Student learning and engagement</i>	<ul style="list-style-type: none"> <li>• Evidence that the emergency procedures are clearly documented and observable</li> <li>• No opportunity to observe procedures in practice</li> <li>• Feedback from students was that they knew what to do and had been involved in drills in Term 2</li> </ul>
	<i>Teaching practices</i>	<ul style="list-style-type: none"> <li>• Feedback from staff and observations from review panel supports that improvements are needed in setting of explicit learning expectations by staff</li> <li>• Feedback and evidence indicated a lack of opportunities for student voice in activities contributing to a safe school</li> <li>• Observation from panel that there is no teaching representative as a school Health and Safety Representative (HSR)</li> <li>• Evidence that Work Health and Safety is an agenda item and is discussed at all meetings</li> </ul>
	<i>Leadership practices</i>	<ul style="list-style-type: none"> <li>• Emerging evidence of an overarching strategy and a consistent and systematic approach to leadership practices</li> <li>• Principal and Deputy Principals are aware of their roles and responsibilities</li> <li>• Evidence that there is an unequal distribution of responsibilities across the middle leadership group</li> <li>• Evidence that only some staff feel confident to raise concerns with senior executive or their supervisor</li> <li>• No evidence of strategic analysis of academic and behavioural/wellbeing data driving response</li> <li>• Feedback supported that staff want senior executive to be more open to change and to staff voice</li> </ul>
	<i>Organisational practices</i>	<ul style="list-style-type: none"> <li>• No evidence provided to support consistent and regular review of student plans including post incident follow up</li> </ul>



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		<ul style="list-style-type: none"><li>• Evidence provided to support procedures in place but not clear that this is articulated into practice at the school</li><li>• Observations suggest that administrative matters and tasks are taking up significant high-level resources – both in terms of emails and meeting time</li></ul>
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### AFFIRMATIONS

Based on the information available to the SPR panel the actions are currently being undertaken, or in the early stages of implementation, by the school that are impacting positively on school improvement include:

- Using data to measure student behaviour and monitor progress.
- Implementing the improvements identified in the *Calwell High School Work Health and Safety action plan*. These are having a positive impact on staff safety.
- Embedding the PBL framework – the initial work reinforcing behavioural expectations in line with the PBL framework to strengthen a positive school culture.
- Willingness of faculties and teachers to work to develop quality curriculum and pedagogies to engage and support all student learning.
- Faculties focusing on the achievement standards as a basis for assessment.

## SECTION 3: RECOMMENDATIONS

*Evidence-based advice regarding high-value areas for future school improvement efforts.*

Each of these recommendations and the associated dot points should not be considered as discrete. All recommendations are interrelated and need to be integrated into the referenced implementation plan.

### **Recommendation 1** - Improve strategic oversight and planning.

Requires the development of an implementation plan that provides a short, medium and long-term agenda focussed on student learning and behavioural outcomes. The implementation plan must identify sequencing, responsible staff, clear milestones, and review points as well as timeframes for regular reporting on progress. This plan must be integrated into the usual school improvement model.

This should include:

- Ensuring the implementation plan integrates with the work identified in the *Calwell High School Work Health and Safety Action Plan*.
- Ensuring that the implementation plan is supported by a theory of action that addresses values, beliefs, routines, and structures.
- Establishing clear role descriptions, areas of responsibility and equitable division of workloads for school leaders.
- Conducting a gap analysis of staff capabilities to identify areas needing additional support from ESO.
- Documenting and delivering a professional learning plan that includes aligned processes for observation, mentoring and coaching across the school and provides opportunities to share expertise and embed essential teaching practices.
- Developing a communication plan which delivers timely, targeted and ongoing information to the school community, students, and staff.

### **Recommendation 2** - Implement a robust and consistent teacher coaching and mentoring framework.

This should include:

- Ensuring all faculties have research-based, systematic, and consistently applied teacher observation and feedback cycles.
- Ensuring observation and feedback cycles align with school improvement priorities and individual teacher development plans.
- Supporting improvements in behaviour management and teaching and learning practices with an emphasis on building the capabilities of new educators at the school.
- Strengthening the whole-of-school approach to engage students in learning while consistently managing disruptive behaviour and setting high expectations for all students.
- Implementing high impact teaching strategies.

### **Recommendation 3** - Implement Professional Learning Communities (PLCs).

This should include:

- Implementing, at all levels, PLCs using the Directorate's *Guiding Principles of a PLC*.
- Developing systems, processes, and structures to ensure PLCs run effectively across the school.
- Consistently using PLCs as the mechanism to improve pedagogical practices.

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- Implementing systems to ensure access for all staff to relevant student learning, behaviour, and wellbeing data.

**Recommendation 4** - Embed Positive Behaviour for Learning (PBL) to create a safe and supportive learning environment for all students.

This should include:

- Engaging with the PBL coach and an annual evaluation of PBL implementation.
- Strengthening the whole-of-school approach to engage students in learning while consistently managing disruptive behaviour and setting high expectations for all students. This should include an agreed responses and consequences framework for inappropriate student behaviour.
- Building the capacity of staff with an initial focus on effective Tier 1 strategies.
- Establishing a targeted induction process for all new staff to ensure common understanding of the school culture and of expectations across the school.
- Ensuring new students, including all new Year 7 cohorts, are inducted into the culture and expectations of the school.
- Using data from wellbeing activities to inform programs being delivered at the school.

**Recommendation 5** – Strengthen the links between curriculum, pedagogy and assessment to improve teaching and learning.

This should include:

- Articulating a clear and consistent vision and set of shared beliefs for learning at the school.
- Aligning with the Australian Curriculum including general capabilities.
- Establishing action learning cycles such as Plan, Act, Notice, Reflect.
- Implementing consistently applied quality assurance processes to ensure high quality planning, assessment and pedagogy of teaching and learning programs across all faculties.
- Ensuring staff development is supported through a strong program of professional learning focussing on links between curriculum, pedagogy and assessment.

**Recommendation 6** – Implement strategies to promote a Student Voice at the school.

This should include:

- Ensuring student voice is integrated into decision making processes and throughout school improvement activities.
- Ensuring there is regular feedback to students on the actions taken as a result of their feedback.

**Recommendation 7** - Develop a multi-tiered system of supports that bring together student wellbeing and learning.

This should include:

- Improving processes to develop and monitor the effectiveness of ILPs and PBSPs.
- Establishing clear strategies across all tiers and assessments to ensure the strategies address identified student need.
- Ensuring there are clear expectations for school staff that strategies for support sit within the multi-tiered system and that students are not assigned to tiers.
- Improving inclusion practices that cater for all students' needs, irrespective of diagnosis.

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**Recommendation 8** - Improve coordination of Education Support Office supports to guide improvement plan.

Significant school leader resources and staff time will be needed to implement the improvement activities. In order to support these changes, the Education Support Office will need to provide additional supports to the school including:

- Providing staffing resources for a prolonged program of change particularly focusing on areas identified in the gap analysis and the resources needed to deliver the recommendations.
- Recruiting experienced teaching and executive staff to balance staffing profile over time.
- Supporting delivery of implementation plan through updates to ESO policies, procedures, and services.
- Supporting and building staff capability to address wellbeing needs at the school, through professional learning, coaching and mentoring and other targeted supports.
- Supporting the school to ensure the delivery of the *Calwell High School WHS Action Plan*.
- Assessing whether the use of different IT (software) systems can reduce school leader workload or improve the efficiency of current activities.



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