



ACT
Government
Education

SPECIAL PURPOSE REVIEW

KINGSFORD SMITH SCHOOL
SENIOR SCHOOL CAMPUS
NOVEMBER 2022

Report Endorsement

This report was prepared as a result of the Special Purpose Review (SPR) conducted between 17 and 22 November 2022 at Kingsford Smith School Senior Campus (Years 6 -10).

On the last day of the review, school leaders received a presentation on the review team's observations, findings, and draft recommendations. A similar presentation was provided to all staff on Monday 28 November. The staff presentation was conducted by the SPR team leader and Principal to begin to progress the review recommendations into the senior school context. The Principal and Deputy Principals also attended the daily debriefing sessions held during the review process.

The following signatory endorses the report on behalf of the review team:

A handwritten signature in black ink that reads "Wayne Prowse". The signature is written in a cursive style and is positioned above a set of horizontal lines.

Wayne Prowse

Special Purpose Review Team Leader

30 January 2023

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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 REVIEW

The Executive Group Manager, School Improvement approved this SPR to support Kingsford Smith School (KSS) 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 operational aspects of KSS to ensure:

- the schools meets the well-being needs of students
- the school manages workplace health and safety responsibilities on staff well-being

It considered four key lines of inquiry:

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

There has been a support plan in place at Kingsford Smith School since 2020. Initially this plan showed some success in improving the areas of focus. However, as the support plan has transitioned to the monitoring phase the improvements have reversed. In addition:

- The Network DSI observed that, after spending several days at the school, many of the necessary systems and processes are in place but issues relating to student and staff well-being continue.
- Strategies to improve attendance and engagement at the school have not had the desired results and there has been disruption in the student services team.

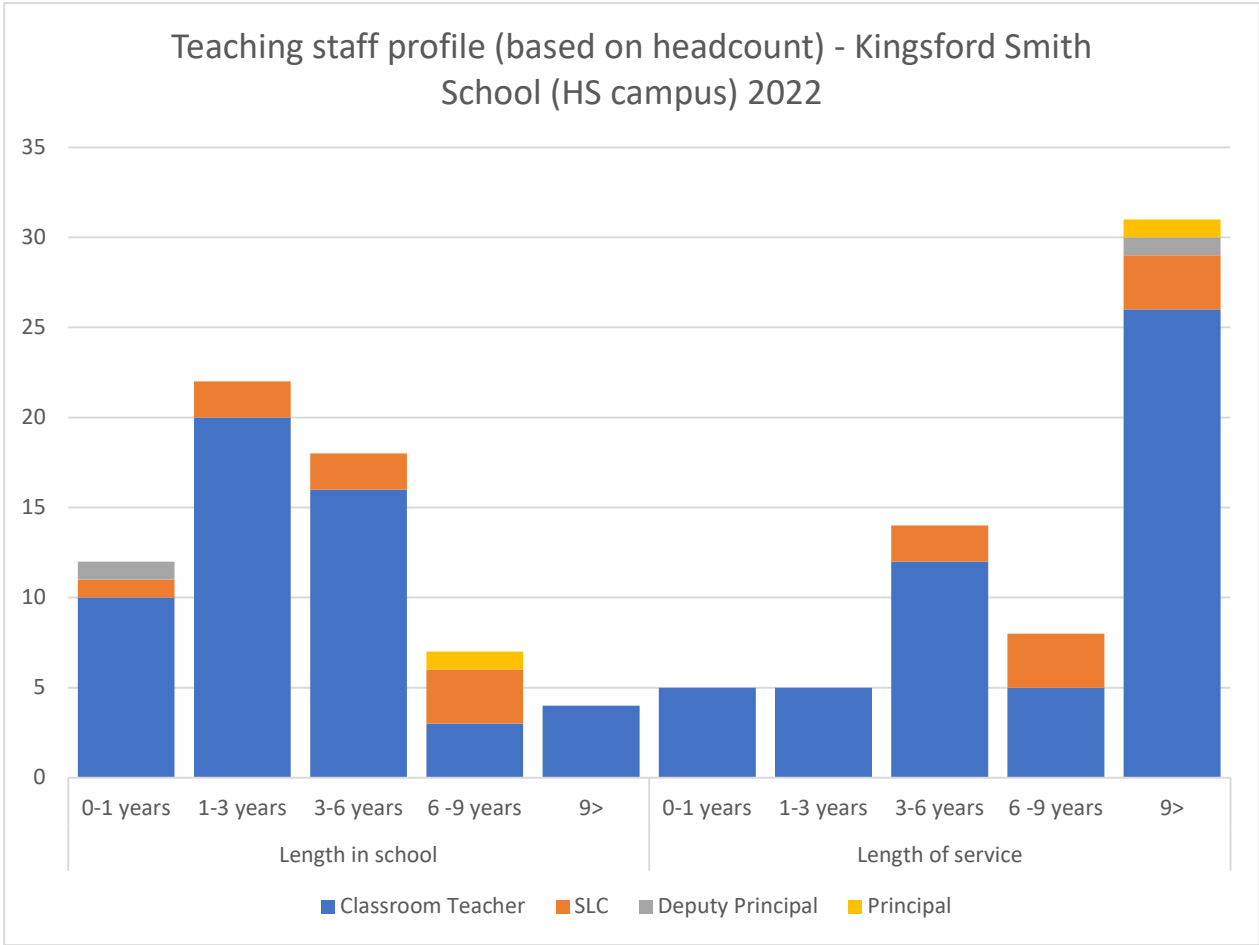
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SCHOOL CONTEXT

Location	100 Starke St, Holt, 2615
Education Network	Belconnen
Year opened	2009
Year Levels	Preschool to Year 10 (P-10)
Enrolments	<p>Total P-10 enrolments have declined in the last two years after an enrolment peak in 2019-2020.</p> <p>Whilst high school enrolments have grown 7% year-on-year, primary school enrolments dropped to 354 in 2022, a drop of 55 (-13%) enrolments when compared to the previous year.</p> <p>The February 2022 enrolment data translates to a 67% utilisation rate in the primary school campus and 63% (of the 734 available places) in the high school campus.</p> <p>Year 7 – 127 students Year 8 – 113 students Year 9 – 104 students Year 10 – 115 students</p>
Indigenous enrolment %	<p>KSS (high school campus) has an indigenous student enrolment of 27. This represents 5.8% of high school enrolments.</p> <p>Year 7 – 12 (9.4%) Year 8 – 2 (1.8%) Year 9 – 6 (5.8%) Year 10 – 7 (6.1%)</p>
Students with a disability enrolment %	<p>KSS has 34 student enrolments in disability education programs. This represents 7.4% of high school enrolments.</p> <p>Year 7 – 10 (7.9%) Year 8 – 7 (6.2%) Year 9 – 7 (6.7%) Year 10 – 10 (8.7%)</p>
Year current Principal appointed	2015
Full time equivalent staff (FTE)	<p>School 113.65 FTE (Head count 125) High school campus 60.2 FTE (Head count 65) School leaders– 7.8 Classroom teachers – 43.3 School assistants – 9.1 Other support and admin – 0</p> <p>Note:</p> <ul style="list-style-type: none"> - there are 7.8 FTE support and admin staff assigned to the whole school - there is one SLA and one SLB role associated with the high school campus which are not reflected in the above information

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

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Theme	Inquiry lines
The school manages Work Health Safety (WHS) responsibilities on staff well-being	<p><i>Student learning and engagement</i></p> <ul style="list-style-type: none"> • Students take responsibility for contributing to a safe school <p><i>Teacher practices</i></p> <ul style="list-style-type: none"> • Staff take responsibility for ensuring the workplace is safe including reporting issues and concerns • Teachers are explicit about students’ responsibilities to keep the school safe <p><i>Leadership practices</i></p> <ul style="list-style-type: none"> • Leaders are aware of their roles and responsibilities in managing risk and incidents • Leaders have strategies in place to build safe and positive well-being cultures in the school • Leaders systematically analyse and respond to well-being concerns of staff <p><i>Organisational practices</i></p> <ul style="list-style-type: none"> • There are procedures and routines in place to regularly review student plans, including post incident follow up • There are systematic procedures in place to support the reporting of Workplace Health and Safety (WHS) issues

REVIEW METHODOLOGY

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

- Structured interviews with staff, students, and school community members.
- 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 REVIEW TEAM

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

SPR Team Leader

- Wayne Prowse – previously a Director School Improvement (South Weston Network) and Principal, ACT Education Directorate.

Reviewers

- Cindie Deeker – Executive Principal, Amaroo School, ACT Education Directorate.
- Jennifer Howard – Principal, Caroline Chisholm School, ACT Education Directorate.
- Andrew Kerr-Stevens –Principal, Flexible Education, ACT Education Directorate.

SECTION 2: REVIEW OBSERVATIONS AND FINDINGS

OBSERVATIONS

KSS, like all other schools, has been impacted by the COVID pandemic and the subsequent increased rate of unplanned staff absence and periods of remote learning. The impact at Kingsford Smith School has been significant with higher-than-normal staff absence rates. The average rate of staff absence peaked at 19.3% in Term 2 and was 17.75% in Term 1, 15.5% in Term 3 and 13.9% in Term 4. These absence rates were higher than the average for other ACT public P-10 schools during the same period (+6.4% Term 1, +3.6% Term 2, +2.0% Term 3 and +3.0% Term 4). These absences led to a high level of unpredictability in the teaching and learning environment for students and staff.

The school has been understaffed for all of 2022 with executive staff committing to teach extra classes in preference to combining classes in an environment of limited casual teacher availability. The principal is currently negotiating for staff for 2023 within a continuing teacher shortage. It is expected that the senior school will be understaffed again in 2023.

Senior executives are aware of the potential for their increased teaching load to impact access to their staff and limit their response and follow-up to student issues.

The review team's observations and evidence gathering during the review supported that:

- Staff are welcoming, supportive of each other and keen to progress on an improvement agenda collectively.
- Despite the teacher shortage, a majority of teachers are teaching in their area of training and/or experience.
- The school's documented approach to engagement with students, including language prompts and restorative practices, has the potential to guide all staff.
- Teachers and learning support staff demonstrate an emphasis on safety and clearly care about students.
- Many staff would like to know more about where student management practices fit within the school's student well-being approach.
- Some teachers express concern about their safety in certain student situations.

KEY FINDINGS

The SPR team were onsite at KSS senior school for four days from 17 to 22 November 2022. During this time the team, both individually and in groups:

- interviewed school leaders, teaching and other staff, students, parents and carers.
- observed student engagement, behaviours, teaching and well-being practices.
- considered documentation and data about attendance, learning, student behaviour management and staff mobility.

The review team identified the following key findings against the terms of reference. Please note that findings within in each area are not in any specific order and that some findings are repeated to empathise either the source of the observation and the area of responsibility:

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	Inquiry line	Key Findings
<p>The school meets the well-being needs of all students</p>	<p><i>Student learning and engagement</i></p>	<p>Students have a strong sense of belonging to the school: Many students reported that they like coming to school to be with their friends. Students reported a lack of engagement with the school’s Learning I Need to Know (LINK) program. Students reference issues including LINK class composition, content, and pedagogical approaches. Many staff and students identified the potential for LINK to improve engagement. However, in practice, LINK was described as problematic. The school identified attendance issues related to LINK. The school emphasises the LINK curriculum as a pathway for learning about positive engagement with school and life. There is limited evidence of engagement with event based external welfare/well-being providers. Year 9 students report inconsistent access to work experience and opportunities for employment. Students express a desire for greater voice and consultation in relation to timetable, lesson length, and additional activities at the school. Students report limited access to break time equipment and activities. Students report no access (lockout) from most classrooms and other learning areas during non-class time. Many teachers report that student ownership of learning spaces impacts timely teacher arrival to class, behaviour management (including varying expectations) and pedagogical approaches.</p> <p>Student well-being needs are supported at the school: There are examples of positive peer support with senior students supporting the learning of junior students. For example, Year 9 classes with kindergarten and woodwork classes making toys for the preschool, and Year 10 students planning of the community fete. The Positive Behaviours for Learning (PBL) approach at the school includes focus cards and rewards but there is inconsistency in the use and application of the system. Students value the role that the youth workers play in the school. Students indicate a desire for more people and resources to assist them with their learning. Students report differential access to the student welfare hub depending on year group and need. Evidence that some students are case managed. However, practices and application appear to be inconsistent. Perception from some students that lessons are not engaging and there is a lack of useful feedback. Students report a recent change in threatening behaviours – from school-based to threats of catch-up outside of school.</p> <p>Students know the expected behaviours across all settings at the school: Many students describe a lack of respect for the school environment from a small group of students. Some students reported small groups of students that engage in vandalism and discriminatory behaviours with no known</p>

	<p>consequences</p> <p>Some students describe a lack of respectful relationships - staff/student and student/student.</p> <p>Staff convey that Year 6 behaviours are being negatively impacted by behaviour of some senior students.</p> <p>Students perceive that teachers who plan quality lessons get greater student engagement.</p> <p>Students convey that behaviour management and engagement is the focus of most teachers.</p> <p>Students report the use of unit outlines and rubrics for assessment in all classes. However, there is considerable variation between teachers and subjects in terms of expectations, timing, and support.</p>
<p><i>Teaching Practice</i></p>	<p>Teachers plan, deliver, and evaluate well-being programs that are differentiated to meet the needs of all students:</p> <p>Most teachers report that planning for learning is primarily based on their own observations and assessment rather than data from prior learning or assessments.</p> <p>There are a range of approaches used by teachers to plan for learning and these approaches are mostly faculty based.</p> <p>Historical student performance data does not appear to be used as a basis for planning for learning by most teachers.</p> <p>Teachers use multiple sources of data to support all students’ well-being needs:</p> <p>Most teachers express a desire to improve the learning environment and practice. This desire was not evident across all staff.</p> <p>Examples of differentiated approaches for student access to learning is most obvious for students with Individual learning Plans (ILPs). There is some evidence of differentiation in mainstream approaches.</p> <p>Teachers explicitly teach and reinforce expected student behaviours:</p> <p>Expected student behaviours are being taught and reinforced. However, this varies from teacher to teacher. Students may learn in one classroom space with different expected behaviours as different teachers move into their classroom.</p> <p>Most teaching staff use PBL as the basis to develop class expectations based on Safe Respectful Learners. These expectations were not obvious nor consistent across classrooms.</p> <p>Staff report that student behaviour is impacting teacher learning expectations.</p> <p>Teachers’ interactions with students are caring, polite and inclusive:</p> <p>Teachers communicate a wide range of expectations for learning, well-being and behaviour.</p> <p>Learning Support Assistants (LSAs) have high expectations and investment in their students. There is an observable culture of LSAs working together to benefit students.</p> <p>Teachers describe a limited range of feedback approaches to support student progress with most approaches observed to be teacher related rather than a</p>

	<p>systematic school approach.</p> <p>Teachers foster and form positive relationships with parents/carers to support student learning:</p> <p>Some parents describe limited access to teachers as an impediment to communication about their child’s learning and engagement. This concern related to phone communications and very short parent-teacher interview timeslots.</p> <p>Some parents and some staff described this limited access to teachers as a protective strategy.</p> <p>Teachers, LSAs and other community members express concern about the maintenance and care of school facilities.</p> <p>Many teachers report a lack of respect for the school environment from some students.</p> <p>Students, staff and parent value whole school/community events.</p>
<p><i>Leadership practices</i></p>	<p>School leaders monitor student well-being data to inform targeted intervention groups and programs:</p> <p>The school has introduced the use of Ripple feedback software to gather student perception data.</p> <p>Some students report the use of the check-in app Ripple in their home room session. However, this is not used consistently across the school and students were unaware of any follow-up that had occurred for Ripple feedback.</p> <p>School leaders report greater confidence in the alignment of a sense of purpose for the Year 6 program than in other senior years. Teachers of Year 6 were not as confident about this perception.</p> <p>Knowledge about improvement, or otherwise, of identified students’ progress tends to be held with a small number of school leaders and staff.</p> <p>School leaders have clear strategies to promote appropriate behaviour including agreed responses:</p> <p>The KSS teacher staff handbook describes teacher response pathways for inappropriate or dangerous behaviours.</p> <p>Staff would like to see improved follow-up, follow through and feedback on the management of major negative student behaviours. Particularly for threatening and dangerous behaviours.</p> <p>Some school leaders were confident in communicating about the overall progress of identified students.</p> <p>Many staff express the need for greater clarity and communication on operational matters in the school including student management.</p> <p>School leadership engages with community regularly to promote student well-being:</p> <p>Most teachers are aware of their responsibility to contact parent/carers to advise of inappropriate behaviours or poor engagement. This practice is not approached confidently by many teachers.</p> <p>The school’s P&C currently manages a KSS community Facebook account (the school does not have its own account)</p> <p>The school’s website is not fully up to date and has few items that celebrate learning success or wellbeing initiatives.</p>

<p><i>Organisational practices</i></p>	<p>There are systematic processes in place to address individual student well-being concerns and needs:</p> <p>Engagement data is collected for students who have a specific behavioural or engagement plan.</p> <p>A PBL card system is used by some teachers to acknowledge positive behaviour although staff acknowledge that delivery of this approach is somewhat ad hoc.</p> <p>School staff describe the preferred case management approach for certain students as problematic, in part due to staff and executive shortage.</p> <p>School leaders report a lack of key support staff including health nurse and youth worker. This is impacting their ability to case manage students towards positive and productive outcomes.</p> <p>Some staff describe a perception of diminished control in which “drama leads action”.</p> <p>Limited evidence of consistent systematic use of restorative practices across the senior school.</p> <p>There are systems in place to support the collection and communication of student well-being information with the relevant people:</p> <p>The school collects and monitors student attendance and incident data and is aware of significant attendance and/ or behavioural issues for some students.</p> <p>Some important processes for staff and student support appear to be linked to individual staff member habits rather than agreed whole-school approaches. These processes include student referral for support.</p> <p>Some staff appear to be unaware of some aspects of their duty of care obligations.</p> <p>There is a perception among many students that disengaged or disruptive students get more – well behaved students get missed.</p> <p>The school accesses support from ESO and external agencies to meet well-being needs of students:</p> <p>School leaders identify a number of students for specialised EDU student engagements programs but are generally not successful in gaining access for their students.</p> <p>Indication that communication from the ESO is problematic in times of staff shortage and executive turnover as key KSS contacts are either unclear or frequently changing.</p> <p>Teachers are generally of the view that ESO doesn’t provide enough support for management of students with known or continuing behavioural or wellbeing issues.</p> <p>In general, the staff and school leaders rely on internal resources in preference to outside agency resources particularly for behavioural issues.</p> <p>Communication and school community engagement supports parent involvement and support for student learning and well-being:</p> <p>The school’s documented approach to engaging with students, including language prompts and restorative practice, has the potential to guide all staff.</p> <p>Many teachers report that communications tend to be people driven rather than process driven e.g. “I get my information about what’s happening at</p>
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		<p>school from person X”.</p> <p>Some parents express trust in the school’s management of problematic behaviours, however incidents that occurred at school seem to be informally communicated very quickly into the school community.</p> <p>Some parents convey awareness that a number of students/families had disenrolled or are intending to do so for 2023.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The school manages Work Health Safety (WHS) responsibilities on staff well-being</p>	<p><i>Student learning and engagement</i></p>	<p>Students take responsibility for contributing to a safe school:</p> <p>The school’s handbooks describe the kind of interaction expected of students and staff.</p> <p>Daily, vertically organised Contact Groups and weekly social and emotional learning (SEL) sessions are designed to inform safe and successful school relationships and behaviours.</p> <p>Some senior school students report a lack of connection with well-being support compared to their junior school experience.</p> <p>Some students report feeling unsafe across a range of school settings.</p>
	<p><i>Teaching practices</i></p>	<p>Staff take responsibility for ensuring the workplace is safe including reporting issues and concerns:</p> <p>Staff are aware of their role in on-line reporting of WHS issues but most staff express concern of a lack of follow-up communication or action to reduce the issues.</p> <p>Some staff indicate that they are not aware of OVRA processes and the supports available through those processes.</p> <p>Staff express desire for greater ESO support for physical and student related issues.</p> <p>Many teachers report a lack of immediacy of support and resources for managing incidents.</p> <p>Staff advised that executive are supportive but there is not enough to assist with the number of incidents.</p> <p>Some staff report feeling unsafe at school. There appears to be a relationship between teacher experience and the ability to manage difficult student relationships including empowerment to act. In some circumstances this includes understanding, empathy, and de-escalation strategies. This lack of teacher empowerment was reinforced by conversations with and observations of teacher actions.</p> <p>Teachers are explicit about students’ responsibilities to keep the school safe:</p> <p>Observation that there is a lack of shared expectations for student engagement, punctuality, and interactions across staff.</p>
	<p><i>Leadership practices</i></p>	<p>Leaders are aware of their roles and responsibilities in managing risk and incidents:</p> <p>School executive report a lack of background information to support new enrolments and transitions. This deficit has implications for student success and teacher awareness of student needs</p> <p>Some staff have stopped completing Riskman online reporting of WHS incidents. Reasons provided include a lack of follow-up and communication at the school and Education Support Office level</p>

		<p>Leaders have strategies in place to build safe and positive well-being cultures in the school:</p> <p>Most school leaders can describe the school’s preferred strategies for staff wellbeing with some variation between leaders as to what should occur. Staff report small groups of students that engage in targeted harassment of staff and discriminatory behaviours with no known consequences. In some situations, there is significant bystander student participation.</p> <p>Teachers report varying levels and awareness of the follow up for dangerous and threatening student behaviour. This includes the transparency of any behaviour management response.</p> <p>Leaders systematically analyse and respond to well-being concerns of staff:</p> <p>Some teachers report a lack of visibility of school leaders, while some (other) staff describe executive presence as significant particularly on the playground. Some staff report variable levels of response to their well-being concerns.</p>
	<p><i>Organisational practices</i></p>	<p>There are procedures and routines in place to regularly review student plans, including post incident follow up:</p> <p>The school collects and monitors student attendance and incident data and is aware of significant attendance and/ or behavioural issues of some students. There is an apparent lack of clarity about how the school engages with outside agencies and community supports to proactively inform and support student well-being.</p> <p>A lack of administrative integrity in communications to staff including incomplete staff lists and email groups has at times led to staff not receiving important information.</p> <p>Teachers convey that there are ad hoc truancy processes, placing significant burden on teachers, with inconsistent practices. No evidence of any assessment of the effectiveness of current practice.</p> <p>There are systematic procedures in place to support the reporting of Workplace Health and Safety (WHS) issues:</p> <p>There is evidence that school leaders encourage WHS reporting including at time providing release time to complete on-line Riskman reporting. There is considerable variability in the perception of how staff are supported during and post incidents.</p> <p>Some staff have stopped completing Riskman online reporting of WHS incidents. Reasons provided include a lack of follow-up and communication at the school and Education Support Office level</p> <p>Some teachers shared experiences through which that felt at blame for Occupational Violence (OV) or WHS situations.</p> <p>Some staff and describe that the school is at times overwhelmed and lacks the people resources to effectively access and implement external allied health or WHS support.</p>

AFFIRMATIONS

Based on the information available to the review team the following features and practices are currently being undertaken, or in the early stages of implementation, and are impacting positively on school operations or the school's improvement agenda.

Processes

- The schools staff calendar is a quality introduction to the school and appropriate for all staff.
- Documentation of the school's PBL approach as a vehicle to advance behavioural expectations in line with the PBL framework to strengthen a positive school culture.

Practice

- Senior executive's awareness and monitoring of student attendance and incidents.
- Willingness of faculties and teachers to work to develop curriculum informed by the Australian Curriculum.
- Students have clarity about what constitutes good teaching and the positive effect that quality lesson have on engagement.
- Teachers desire to be part of new strategies to improve student learning and the learning environments.
- Students, staff, and parent value whole-school/community events as a vehicle for community and school identity building.

SECTION 3: RECOMMENDATIONS

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

Each recommendation is introduced by a rationale statement that describes the features that the recommendation can be built upon. Recommendations are ordered from broad to more specific. Dot points within each recommendation are identified based on findings and the review team's collective awareness of effective school practice as a next step for the KSS Senior Campus.

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

1. Strengthen the integrity of school processes to inform consistent staff expectations and practice

Rationale: KSS clearly documents the school's vision for student engagement including how teachers interact with students, student expectations for learning, and social behaviours. KSS staff demonstrate a strong desire for collaboration and significant goodwill to engage in practices that improve student engagement. KSS should build on these strengths by:

Processes

- Further developing and documenting a suite of preferred pedagogies to inform teaching practice across the senior school (Also see Recommendation 4).
- Establishing routines to monitor and review actioning of these core policies and practices including student and staff data and surveys; student performance monitoring and evaluation of in-school and external assessment data.
- Building whole school consistency to KSS's key student expectation and management policies including PBL approach. This strategy should ensure that all teachers and support staff have the required knowledge and skills with particular emphasis on new staff (Links to recommendation 2).

Practice

- Developing a strong staff culture for improvement of pedagogy and student outcomes as a feature of frequent and routine formal (Professional Learning Teams - PLT) and informal sharing of successful practices. (Links to Recommendation 2)
- Creating a framework for proactive communications to include whole school PBL approaches; expectations of student and staff; protocols for restorative practice and parent engagement for all staff.

ESO support

- Ensuring that the school has the resources and models available to establish and maintain these processes and ongoing staff development.
- Prioritising the school's staffing to deliver the teacher resourcing allocation for the school.

2. Implement a robust induction and development program for all staff

Rationale: KSS staff and executive have identified elements of teacher induction that strongly support ongoing development of knowledge and skills, including teacher observation and feedback (in place for some teachers). KSS should build on these practices to ensure all staff have the knowledge and skills to contribute to the school's vision by:

Processes

- Designing and implementing differentiated approaches to staff learning encompassing the developmental needs of new educators, teachers new to the school, new support staff, staff in new roles, continuing roles, and school executive.
- Ensuring an element of collaboration in design and reflection for all staff development programs.

Practice

- Establishing a strong PLT practice to share and enhance successful evidence-based teaching practices. PLTs should incorporate whole school PLT protocols and provide for ongoing monitoring and evaluation of PLT engagement and progress.
- Identifying key staff to support this work including providing coaching and mentoring to all staff.

ESO support

- Ensuring stability of executive staff to achieve continuity of educational and management philosophy, communication pathways, and workload delivery.
- Providing examples of highly successful PLT practice in ACT government schools to enable staff visits and documentation sharing.

3. Strengthen the communication loop for decisions and actions consistent with KSS's Positive Behaviour for Learning (PBL) and student management practices.

Rationale: KSS documentation of its PBL approach systematically describes teacher/staff practices and responsibility to encourage positive engagement for staff and students including management of minor and major negative incidents. KSS should build on these documented practices by:

Processes

- Ensuring that proactive and responsive student well-being and management practices are evidence informed and supported by real time student/school data.
- Establish routines for analysis of student engagement data as a regular role of identified school leaders including student support leaders.
- Creating visual representations about PBL behavioural expectations and practices.
- Reviewing current delivery of PBL explicit teaching of behavioural expectations in terms of who, how, when and where these teaching moments occur.
- Ensuring the KSS case management approach clearly identifies processes, roles, and responsibilities for successful engagement of individuals.
- Developing communication pathways specifically to the KSS broader community about the breadth of KSS approaches including "who to contact when for what".

Practice

- Building consistency for staff and students of expectations, restorations, consequences, and follow-up for negative behaviours within a construct of fairness.
- Leveraging staff and student voice in design of PBL and student management approaches
- Ensuring staff receive regular progress updates about student progress and challenges based on progressive data collection and analysis.
- Strengthening communication of KSS PBL, student management and attendance approach to parents.
- Strengthening approaches for student engagement with KSS Tier 2 and 3 provisions with a focus on students who attend school but not class.
- Investigating additional Tier 3 options beyond KSS including, but not limited to, long term work experience, work placement and Australian School-based Apprenticeships (ASBA), with the intention of resetting student engagement with learning.
- Establishing routine communications with all front office staff to ensure clear understanding of the school's intention for student engagement, attendance and communication protocols for dealing with the community.

ESO support

- Providing clarity to the school's leaders about purpose and access to Tier 3 student options beyond and within KSS including, but not limited to, long term work experience, work placement and Australian School-based Apprenticeships (ASBA).
- Supporting the school's development of tools to monitor progress of individual student behaviour, students at risk and whole school data sets for practices and initiatives. These tools should include regular surveys of students, staff and families.

4. Design a KSS suite of preferred evidence-based pedagogies.

Rationale: KSS has documented expectations for teacher practice related to management focussed language and essential skills for classroom management. Subject areas use a range of pedagogies specific to the skills and knowledge of the learning area. Without diminishing these subject based pedagogies KSS should:

Processes

- Review pedagogical frameworks of schools that have successfully implemented and monitored the success of these approaches.
- Review the existing KSS PLT protocols to ensure they suit the contemporary needs of teachers.
- Develop a suite of preferred pedagogies to inform teaching practice across the school (Links to Recommendation 1).

Practice

- Emphasise to staff, students and families the intention of pedagogies is to establish high expectations for student outcomes
- Establish inter and intra faculty routines of class visits that include observation of preferred pedagogical approaches across and between all learning areas
- Ensure that PLT approach emphasises successful teaching pedagogies and improvement in student outcomes. (Links to Recommendation 2)
- Communicate KSS's pedagogical approaches to the broader school community.

ESO support

- Identify schools that have successfully articulated, and are monitoring success of, evidence based preferred pedagogies.

5. Create a plan for the use, refurbish, and ongoing maintenance of the school's learning environments.

Rationale: Many students and staff describe the potential to improve KSS's physical amenity, learning spaces and upkeep of indoor and outdoor areas. Some students and staff demonstrate intent, pride, and action to enhance KSS's utility and appearance (Evidenced by initiatives including the school fete, aluminium can collection to fund student initiatives, mural creation, SRC initiatives and sustainability club). KSS should build on these practices by:

Processes

- Reviewing the current learning areas and staff/student spaces with an eye to reducing known areas of issue.
- Creating a staged action plan emphasising student engagement and emphasising short term sustainable gains.
- Reviewing the current timetable with an eye to facilitating time for student action and maximising engagement.
- Reviewing the impact of the current provisions for SEL, home room and LINK. Consider subsuming these important aspects into the planning and delivery of core curriculum.

Practice

- Developing a systematic approach to maintenance of all school learning areas.
- Engaging staff, students, and parents to harness energy, enthusiasm, and buy-in to establish improvement priorities.
- Creating communications to the school community signalling a reset of school learning spaces to enable the schools preferred pedagogies. (Links to Recommendation 4)
- Developing approaches that engage student and staff in school renewal in order to build pride and ownership.

ESO support

- Providing consultation to inform the best use of the school's physical learning spaces with an emphasis on improving outcomes for students in a safe and inclusive school setting.
- Providing school leaders specialist advice about resourcing, location and physical requirements of the student HUB.
- Allocation of resources to support the school's planned physical improvements.



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