

Camp Hill State Infants and Primary School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Camp Hill State Infants and Primary School** from **21 to 25 June 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Leanne Odorico	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Old Cleveland Road, Camp Hill
Education region:	Metropolitan Region
Year opened:	2006 – following merger of Camp Hill Infants School (opened in 1951) and Camp Hill State School (opened in 1926)
Year levels:	Prep to Year 6
Enrolment:	823
Indigenous enrolment percentage:	2.7 per cent
Students with disability enrolment percentage:	4.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1115
Year principal appointed:	2009
Day 8 staffing teacher full-time equivalent (FTE):	51.4
Significant partner schools:	Coorparoo State School, Belmont State School, Mayfield State School, Whites Hill State College, Coorparoo Secondary College
Significant community partnerships:	Scientist in Schools program, University of Queensland (UQ) Confucius Institute, preservice teacher programs with: UQ, Queensland University of Technology (QUT), Griffith University and University of Southern Queensland (USQ), Baylor University (Texas, USA), Queensland Academies network, Cavendish Road State High School and Coorparoo Secondary school extension programs, Moreton Bay Environmental Education Centre (MBEEC), Eastern Alliance of Schools, Reading to Learn (R2L) program, Early Childhood network, Classroom Parent Representatives (CPR), ANZAC day – on behalf of now disbanded Belmont Camp Hill Returned and Services League of Australia (RSL)
Significant school programs:	R2L; Marzano Art and Science of Teaching framework; Step Up program; Mandarin – Prep to Year 6; I Can Write program; diverse range of musical and cultural programs including: junior/senior/boys choirs, instrumental music, strings, concert ensemble, recorder and ukulele groups; extension and enrichment programs; Special Education Program (SEP) supporting students with disability; You Can Do It (YCDI) and Habits of Mind programs; intra and interschool sports programs including participation in district/region/state and national competitions; aerobic/dance/glee/cheer program; swimming program; classroom music programs



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSSES), guidance officer, instructional coach, Step-Up program coordinator, 27 classroom teachers, music teacher, physical education teacher, Habits of Mind teacher, teacher librarian, Business Manager (BM), 14 teacher aides, four administration officers, three CPRs, 32 parents, student leadership group and 82 students.

Community and business groups:

- Parents and Citizens' (P&C) president, Scientists in Schools representative, school chaplain, school council chair and Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Principal local feeder high school, principal MBEEC and principal local cluster school.

Government and departmental representatives:

- State Member for Bulimba and Minister for Child Services, State Member for Chatsworth, Federal Member for Griffith and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

A culture of belonging, community, partnerships and trust is clearly apparent across the school.

The leadership team and staff members articulate an understanding of the importance of positive and caring relationships as essential to successful learning and work to build mutual respect across the school community. Parents indicate they value the commitment and support of school staff in fostering a positive learning culture. Students report they have a strong sense of belonging to their school and appreciate the efforts of school staff members.

A strong collegial spirit exists with staff members displaying high levels of professional energy for their work.

There are many formal and informal opportunities to share practice, resources and celebrate student achievement. Staff morale is high with staff members enthusiastic about their work and the level of support they receive. The school's commitment to building a professional culture that promotes learning is apparent in time and resources allocated to planning, the establishment and maintenance of Professional Learning Communities (PLC), the implementation of observation and feedback triads and the structures established to support coaching and mentoring. Staff indicate they value the direction provided by the leadership team.

The principal promotes distributed leadership with staff members encouraged to develop and share their expertise with colleagues.

The school identifies key teachers who are released from classroom duties each week to support the learning and professional practice of colleagues. Coaching and mentoring and sharing of resources are strategies used by some of the teacher leaders to support capability development. Key teachers in data, Reading 2 Learn (R2L), Marzano¹ pedagogy, higher order thinking, Prep transition, science, digital technology and writing frequently work in classrooms alongside their teacher colleagues. Teachers appreciate the support and expertise these teachers bring to Professional Development (PD) processes.

Teaching practices in the school reflect the belief that every student is capable of learning.

Staff members know their students and engage with data to plan for their learning needs. There is an expectation all teachers will plan and document differentiation strategies using the Maker Model². Discussions with classroom teachers reveal they are at different stages in their ability to plan for the full range of student learners. The extent to which students with the potential for high achievement are intentionally extended in classroom lessons is an

¹ Marzano, R. J. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

² Maker, C. J. (1982). *Curriculum development for the gifted*. USA: Aspen Systems Corporation



emerging practice. The leadership team has identified the need to support teachers in developing their repertoire of practice in effectively differentiating for the full range of student learners in their class, including specific consideration for the learning of high achieving students.

School leaders have established targets that relate to expected improvements sought in student learning outcomes.

These are articulated through the school's Explicit Improvement Agenda (EIA) and relate to National Assessment Program – Literacy and Numeracy (NAPLAN) performance. Other targets described in the Annual Implementation Plan (AIP) are more general in nature and are measured through anecdotal data collection. School leaders are committed to establishing a range of measurable and aspirational targets that will be monitored through regular conversations within the school team during scheduled data cycles. The intent of these conversations will be to measure successes and challenges and to generate a genuine belief that further improvements in student learning are possible.

The need to promote a culture of inquiry and innovation is prioritised to support enhanced student learning.

This is emerging through the implementation of the 'Design Minds' and 'RIGA' frameworks as a means to build staff members' repertoire of practice in developing students' Higher Order Thinking Skills (HOTS). In addition, a number of curriculum unit plans have begun to incorporate the Australian Curriculum (AC) general capabilities and cross-curriculum priorities to provide opportunities for students to engage more deeply with the curriculum and to foster inquiry and independent learning. The use of digital technologies and opportunities for students to apply their learning in mathematical problem solving are emerging practices. This focus on inquiry and innovation is continuing to develop with teachers committed to enhancing their capability to deliver these practices in classroom settings and promoting opportunities for the learning of all students.

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.

The school's curriculum plan is aligned to the AC and uses the Curriculum into the Classroom (C2C) resource to guide teaching and learning in the classroom. All units are developed by year level teams in consultation with the Head of Curriculum (HOC) during full day planning meetings. Some year level plans include reference to the AC general capabilities and cross-curriculum priorities and teachers are encouraged by the HOC to use these in their planning. The extent to which these are being explicitly taught varies across the school with the cross-curriculum priorities of sustainability and Aboriginal and Torres Strait Islander perspectives being incorporated into some curriculum plans.



The school team is committed to improving learning outcomes for all students with collegial support to enact the EIA.

A one-page snapshot articulates the priority areas for development including enhancing staff wellbeing, building staff capabilities in digital technologies, enhancing inclusive education practices and continuing to develop higher order thinking. The school's EIA is broad in nature with teachers working hard to embrace the school's agenda. The leadership team expresses a commitment to refining the EIA to have a narrow and sharp focus and to working with members of the teaching team to collaboratively identify agreed strategies for collective implementation. School leaders acknowledge the need to support this process by regularly monitoring implementation of the EIA to promote high levels of consistent practice and to enhance teacher capability development.

Students are provided with a range of learning experiences that enable them to develop skills in areas of passion or interest.

The school promotes the Arts through its signature dance, cheer, aerobics and glee groups. Instrumental music, strings and choral programs engage large numbers of students culminating in a 'Celebration of the Arts'. Sport is promoted through soccer and cricket academies and participation in the annual volleyball cup. Gala days are offered several times per year. Students are offered the opportunity to participate in a range of other co-curricular academic activities. These include Science, Technology, Engineering and Mathematics (STEM), Solid Pathways, Entrepreneurs' program, annual science competition, Opti-MINDS, coding and robotics. Students express appreciation of the time school staff take to provide them with these learning experiences to develop their skills in areas of enthusiasm or interest.

A whole-school approach to support the learning of all students is being promoted through the school's inclusive education practices.

Students with disability are included in mainstream classrooms with similar aged peers, with occasional withdrawal occurring when specific teaching or support is required. Special Education Program (SEP) teachers attend year level planning and moderation meetings and contribute to planning and assessment discussions to support the development of reasonable adjustments. Co-teaching as the model of support for students with disability is continuing to emerge through this work.

The school is establishing consistent approaches to the teaching of reading and writing.

Teachers are incorporating the full range of R2L strategies into the teaching of the English curriculum with literacy learning aligning to reading and pedagogical frameworks. The school is in the process of establishing a consistent approach to the teaching of writing through the implementation of the 'I Can Write' strategy. Teachers develop proficiency scales that are used for setting learning goals, conferencing and feedback. 'Bump it up' walls are displayed in classrooms to visually support student understanding of the school's expectations in writing.



2.2 Key improvement strategies

Support teachers in developing their repertoire of practice in effectively differentiating for the full range of student learners in their class, including specific consideration for the learning of high achieving students.

Timetable regular conversations with teachers through scheduled data cycles that monitor progress towards aspirational targets and promote a belief that further improvements in student learning are possible.

Promote a culture of inquiry and innovation whereby creative exploration and independent learning are valued.

Explore opportunities within the curriculum planning process to integrate the general capabilities and cross-curriculum priorities of the AC to enhance and transform learning experiences for students.

Refine the EIA to have a narrow and sharp focus and support teachers to implement agreed strategies that are regularly monitored by school leaders to promote high levels of consistent practice.