

School Review Report Summary

Palmerston College



**PALMERSTON
COLLEGE**

Review	School Review Report Summary
Review Dates	2 – 5 November 2021
Principal	Natalie Banks
Reviewers	Boyd Jorgensen, ACER School Improvement Consultant, Lead Reviewer Graeme Hall, ACER School Improvement Consultant, Co-reviewer Anne Donnelly, NT Education Directorate, Co-reviewer Julie Perry, NT Education Directorate, Co-reviewer

Acronyms	Full form
ACER	Australian Council for Educational Research
DoE	Department of Education
SSIU	School and System Improvement Unit
LBOTE	Language background other than English
ASIP	Annual School Implementation Plan
EIA	Explicit Improvement Agenda
EIM	Explicit Instruction Model
SWPBS	School-Wide Positive Behaviour Support
NAPLAN	National Assessment Program – Literacy and Numeracy
HLO	Home Liaison Officer
AIEW	Australian and Islander Engagement Officer
AEO	Australian Engagement Officer
SEC	Special Education Centre
SESA	Special Education Support Assistants
SESO	Special Education Support Officer
NCCD	National Consistent Collection of Data
FLC	Flexible Learning Centre
ICT	Information and communication Technology
PLTL	Professional Learning Team Leaders
MOU	Memorandum of Understanding
VET	Vocation Education and Training
SACE	South Australian Certificate of Education
NTCET	Northern Territory Certificate of Education
PBSP	Personal Behaviour Support Plan
AIM	Achieving, Inspired and Motivated

School Context

School Sector:	Government
School Type:	Senior
Year Range:	Year 7 -12
Geolocation:	Outer Regional
Region:	Top End

Staff	A. Number within School	B. Number interviewed	C. Percentage • $(B/A) \times 100$
School Leaders	8	8	100%
Permanent teachers*	97	73	75%
Teaching support staff	95	20	21%
Parents	-	12	-
Students	1125	41	-
Others	-	8	-

* A minimum of 85% of staff interviewed is recommended

Commendations

- The commitment of college staff to building positive and caring relationships with students and going 'above and beyond' to support them is recognised and appreciated by students. They articulate that they believe there are multiple adults in the school that care about them as people and about their wellbeing.
- Case management of students at risk and their wellbeing is a college priority. The college wellbeing team led by an assistant principal and including the Home Liaison Officer (HLO), Australian and Islander Engagement Officer (AIEW), Australian Engagement Officer (AEO), youth worker, defence officer, counsellor and the Clontarf and the Stars teams, that meet once a week to discuss the support of students at risk. The Wellbeing Professional Learning Team Leaders and their year level teams complement this work.
- The process and documentation used to case manage Year 12 students have been acknowledged as exemplary practice by the NT Department of Education and has been showcased to other NT schools as an effective means of monitoring. Very high levels of certificate completion have been achieved and the practice is now being extended to include Year 10 and Year 11 students.
- Introduced in 2018, the Reading for Success program and a literacy intervention program, based on Fresh Start, exemplify the college's strong focus on literacy development and improvement. The time and resource allocation devoted to the program illustrate the regard in which the program is held. Data monitoring and evaluation contributes to the ongoing refinement and modifications to the program.
- The School Improvement Manager is central to the operations of the college and plays a crucial role in overseeing and coordinating the ongoing logistics of operating a multi-campus college and facilitating the integrity of the one college approach.
- The college has developed an extensive range of strategic, purposeful, and highly valued partnerships aligned to the college's strategic focus areas and improvement agenda. Five of these partnerships are supported by memoranda of understanding.
- The college partnerships with the the Clontarf and Stars Foundations are fundamental to supporting attendance for Aboriginal students, promoting positive participation and achievement at school, training and future employment, and equipping students with skills to participate and contribute meaningfully to society. The strong relationships that have developed between the foundations' staff and school staff, enhance the success of the partnerships.
- The Smith Family partners with the college to deliver a variety of initiatives under the Learning for Life program, The Elders Program, Financial Literacy Certificate I course, numerous careers programs, and the Step-Up programs. These are highly valued by college students and staff, and contribute significantly to increased engagement and success for students at risk of disengagement.

Affirmations

- The college's strategic planning documents have been developed with a clear alignment between the Strategic Improvement Plan, Annual School Implementation Plan, and the Explicit Improvement Agenda.
- The priority given to the analysis and discussion of data is evident in the allocation of an Assistant Principal - Data and Reporting position and in the establishment of a data plan.
- More teachers are taking up the opportunity to use the student perception survey tool, Pivot, and reflect on the feedback provided by their students
- Introducing the Notice and Wonder protocol has provided a potentially consistent approach for college staff to interrogate data.
- The work of teachers and support staff in the Special Education Centre is highly valued by both students in the program and their parents.
- The college grounds and facilities are well maintained and provide a positive learning environment, and this is reflected in parent and student opinion.
- College executive team members model engagement with professional learning through their collaborative learning to develop their capacity as an adaptive team and their work with several critical friends.
- The college's professional learning agenda shows a strong alignment with the implementation of the identified strategic priorities.
- Recruiting quality teaching staff remains a priority and this is reflected in the time, effort, and resources invested by college leaders in sourcing the most appropriate people to meet the needs of the college.
- A strong commitment is evident by leaders and staff to offering a guaranteed and viable curriculum and to developing effective scope and sequence documents.
- A college assessment policy that details the procedures and desired outcomes of assessment has been developed with the intention of ensuring clarity and consistency.
- Teachers express confidence in their capabilities to use the scope and sequence documents and South Australian Certificate of Education (SACE) subject outlines to plan and implement teaching and assessment.
- The Explicit Instruction Model reflects the college's drive to use a research-based pedagogy as the foundation to achieve highly effective teaching.
- The documented Student Support Process enables a systematic approach to be taken to identifying and providing the appropriate level of support, especially for students with additional needs.
- The Achieving, Inspired and Motivated (AIM) classes provide opportunities for students to be challenged and extended and these opportunities are valued by students.

Recommendations

- In the continuing development of the school improvement agenda, ensure that it:
 - has a narrow and sharp agenda focused on well-defined and measurable student outcomes;
 - includes collaboratively designed, measurable targets with clear timelines that are owned by teachers;
 - incorporates processes to monitor and evaluate the effectiveness and success of initiatives and programs in producing the desired improvements; and
 - is communicated to staff, students, and parents.

- Build on the existing School-Wide Positive Behaviour Support framework to:
 - include a consistent approach by all staff to implementing agreed responses and consequences for inappropriate student behaviour;
 - ensure that there is sufficient support for teachers to implement expectations; and
 - provide appropriate professional learning to build teacher and support staff capability in meeting the needs of the diverse range of students enrolled.

- Create and implement a whole-of-school professional learning plan that takes account of all modes of professional learning opportunities and includes:
 - a systematic approach to the observation, feedback, mentoring and coaching of all staff;
 - protocols for coaching, observation, and feedback conversations to ensure that there is a focus on reflection on practice and the fostering of professional growth;
 - professional learning to support school leaders and teachers in their understanding and implementation of agreed effective teaching methods;
 - processes to monitor consistency of agreed practice;
 - alignment with the school improvement agenda and individual professional learning plans; and
 - a structured induction and mentoring program that meets the needs of support staff, graduates, and experienced teachers new to the school.

- Engage in a collaborative process to develop a coherent and sequenced curriculum plan that builds on existing documentation to:
 - achieve alignment between the overall scope and sequence, unit plans, classroom teaching and the assessment of student progress;
 - pay attention to the continuity and progression of learning;
 - include consistent quality assurance to ensure that the curriculum and assessment remain aligned to local and national expectations;
 - successfully measure student achievement relative to the learning progressions and standards; and
 - include the general capabilities and cross-curriculum priorities as active learning streams.

- Collaboratively build a common and agreed understanding of differentiated teaching and learning that:
 - is characterised by the regular analysis and use of data to determine the strengths and weaknesses of individual students;
 - underpins the way teachers plan for and target their teaching to continually adjust to the progress individuals are making; and
 - uses differentiated teaching as a strategy for ensuring that every student, including high achieving students, is engaged, and learning successfully.

TRM:50:D21:106678

Department of **Education**
School and System Improvement
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