

EXTERNAL SCHOOL REVIEW

Partnerships, Schools and Preschools Division

Report for Kenmore Park Anangu School

Conducted in June 2017



Government of South Australia

Department for Education and
Child Development

Review details

A priority for the Department for Education and Child Development (DECD) is to improve the educational attainment and wellbeing of South Australia's children and young people.

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

The framework underpinning the External School Review identifies the key levers for school improvement and has been shaped and informed by research.

The overarching review question is "How well does this school improve student achievement, growth, challenge, engagement and equity?"

This Report of the External School Review outlines aspects of the school's performance verified through the review process according to the framework. It does not document every aspect of the school's processes, programs and outcomes.

The support and cooperation provided by the staff and school community is acknowledged. While, not all review processes, artefacts and comments are documented, they all have been considered and contributed to the development and directions of this Report.

The External School Review Process includes verification by the Principal that key DECD policies are adhered to and implemented. This information is provided in Appendix One of the report.

This External School Review was conducted by June Goode and Julie Bishop, Review Officers Review, Improvement and Accountability Directorate.

School context

Kenmore Park Anangu School is located in Yunyarinyi, within the APY Lands (Anangu, Pitjantjatjara and Yankunytjatjara) in the far north of the state, 1218kms north-west of the Adelaide CBD. Kenmore Park Anangu School caters for students from Reception to Year 12. The average enrolment between 2012 and 2016 was 16 active students. The school is classified as Category 1 on the DECD Index of Educational Disadvantage. The school is part of the Anangu Lands Partnership.

The majority of students are Anangu and speak Pitjantjatjara or Yankunytjatjara as their first language with English as a second or third language. Each class is supported with an AEW assisting students with learning and communication.

In 2016, 1 student has been identified as a student with disabilities, all students are Aboriginal and have English as an Additional Language or Dialect (EALD), one child/young person is in care, and 100% of families are eligible for School Card assistance.

The school Leadership Team consists of a Principal in his first tenure and an Anangu Coordinator. The current Principal commenced in 2016 along with new teaching staff, including a 1.0FTE senior teacher, and a specialist Early Years teacher who was appointed in Term 2, 2016.

Lines of Inquiry

In considering the data summary in the School Performance Overview (Appendix 2) and the Principal's presentation, the Review Panel explored the following Lines of Inquiry to evaluate the school's effectiveness towards raising student achievement and sustaining high performance. During the external review process, the panel focused on two key areas from the External School Review Framework:

Effective Teaching: **How effective are teachers in supporting students in their learning?**

School Community Partnerships: **How well does the school develop partnerships with students, parents and the wider community to improve student learning?**

How authentic is the influence of students on their learning?

How effective are teachers in supporting students in their learning?

Kenmore Park Anangu School has a key priority in teaching and learning that will be delivered through a structured, agreed and uninterrupted learning time.

Using the Partnership Agreement as a guide, staff have developed the Kenmore Park Anangu School assessment, reporting and planning map. Evidence of the implementation of the school agreement was shared by staff. They spoke about the expectations for systematic data collection, tracking and monitoring. Data conversations, including celebrations of student growth, are happening regularly, both informally and formally. A narrow and deep focus within the daily literacy block based on implementing the Big 6 in Literacy is being actioned in classes and was verified throughout the External School Review (ESR).

Students at Kenmore Park Anangu School have Pitjantjatjara or Yankunytjatjara as their first language. The particular challenge for EALD students is the need to concurrently *learn* English, through being immersed in it, and *learning about* the English language. The Review Panel heard and sighted evidence that staff are maximising the opportunities for students to use and develop Australian Standard English whilst embracing students' first language. The immersion of both Pitjantjatjara and Australian Standard English complement and shape the learning opportunities for all students.

This has been a significant change in practices towards embedding foundation skills. Reference to the APY Oral Language agreement was shared by staff as a point of reference to drive the school's directions. Students are being immersed daily in oral language opportunities. The Review Panel saw evidence of students working in pairs, groups, independently and through whole-class explicit learning. Staff explained

the importance of songs and rhymes with actions, sight words, reading (shared, independent, group and whole-class modelling), and scaffolding for writing as effective practices for students to develop their communication skills. The Review Panel sighted the language-rich classrooms where students are hearing, seeing and using the vocabulary they need to reflect, describe and make connections with learning to everyday experiences. Aboriginal Education Workers (AEWs) were observed working collaboratively with teachers to support student learning, whilst complementing the development of Australian Standard English with students' first language.

Staff spoke about the valuable insight they gained from the Pitjantjatjara Language first language development and maintenance course. One teacher referred to many "ah-ha" moments through her deepening understanding and insights that this training provided. She shared the positive changes that resulted in engaging students in their learning, the sense of togetherness resulting in greater levels of communication and student learning opportunities, including student influence and increased academic growth.

The outcome of greater levels of student engagement and more explicit teaching has resulted in achievement growth being recognised at all year levels with increased levels in Running Records, Sight Word recognition, and SACE participation, from zero students in 2016 to 4 active participants in 2017. One student will complete Stage 2 on-site by the end of 2017. Staff shared the value of monitoring student achievement growth as the measure and link to continuous improvement, stretch and challenge.

For multi-aged classes, differentiation in the approach to teaching and learning is essential. Staff shared the use of multiple entry and exit points in their planning and learning design. Results from the staff survey conducted prior to the review, indicated teachers are confident in preparing and differentiating the curriculum for students. The Review Panel observed that, whilst differentiation was happening, it was at varying levels of implementation. The next lift to strengthen and embed a differentiated approach to learning will be through utilising all four elements and increasing levels of student influence.

The Principal explained the financial investment in creating flexible learning environments where the focus was on increasing student dialogue and student engagement. Student and staff use of ICT has been enhanced with the purchase of laptops, iPads, and interactive screens, which enables students and staff to have the technology available to increase levels of interest in learning. Increased use of ICT also provides opportunities for teachers to differentiate learning to meet individual student interests and needs.

Direction 1

Support more students to achieve the Standard of Educational Achievement through enhancing the depth of differentiation in teacher planning and practice.

How well does the school develop partnerships with students, parents and the wider community to improve student learning?

Empowered Anangu culture and language that would be delivered through Anangu Domain, First Language Maintenance and Development (FLMD) program and targeted professional development for Aboriginal Education Workers (AEWs), is another key priority for the school.

The school has a strong community focus: "A place in which all community members are always welcome, and which encourages the community to assist in the learning, teaching and preservation of Anangu Culture". The Anangu Coordinator has been the catalyst for improvement and unity between the school and community. The valuing and mutual respect between staff and AEWs was evident throughout the ESR. The Review Panel observed the collaboration with AEWs actively supporting the teaching and learning program.

In conversations with AEWs, they shared the work they are doing in building their capacity, including participating in basic training in using laptops, emails, technology and word processing. Ongoing participation in Certificate III – Early Education, provides AEWs a pathway to enhance their skills and be seen as role-models for learning by students. The program is run through TAFE and is delivered on-site. Scheduling regular meeting times for teachers to meet with AEWs provides opportunities to share, learn from each other, plan, develop and reflect on student learning. Staff shared the strong work ethic of the

AEWs and their willingness to be involved as active participants in learning.

Students described how the Principal visits classes to talk to them about what they are learning. Initially, there was the feeling of uncertainty and reluctance, however, over time, this has evolved, as they became comfortable and confident in talking about their learning. Students spoke with clarity and confidence about the opportunities that exist for them to embrace future experiences and connect with their land, culture and language. All students shared the appreciation of staff for the work they are doing to increase their learning: “teachers make learning fun, it can be hard, but they always help us to improve”. The pride for the school and the vision to “give back” to their community was shared by students as they talked about their aspirations. Senior students spoke of their participation in SACE and certified courses at the Trade Learning Centre, which will prepare them for further education and careers.

The trust and mutual respect between the school and community was clearly evident: “This is a good school” and “we all work together for everyone”. Governing Council described the openness and ongoing communication between themselves and staff. They spoke of the high level of communication and respect for their voice in improving the school for the students. There was genuine appreciation and regard for the Principal and staff for the work they are doing and the difference they are making to students’ learning outcomes.

Opportunities have been provided to staff to embrace Anangu culture. Bush trips are organised and led by community members and AEWs. The trips include hunting and gathering of bush tucker, investigating bush medicine and creating artefacts. Engaging the elders, and respect for passing down knowledge about the land, language and culture, has provided deeper knowledge, and contextually relevant learning to staff and students. The school has commenced working with APY Land Management in releasing rock wallabies back into the environment; whilst this is a new initiative, the possibilities to open the pathways for students was apparent.

The Review Panel noted the persistence, passion and drive of all staff to make a positive difference to the lives of students and the community. With the high turnover of staff, it is pivotal to ensure systems are in place and well-documented, so that solid partnerships continue no matter who is on staff.

Staff identified the initial frustration and sense of unease when they commenced their tenures. With an entirely new staff, induction was centred around ‘learning on the go’. Induction into teaching in the APY Lands is essential, and should be done as an ongoing process. Emphasis on building understanding of the culture, working with AEWs and engaging in the FLMD course and EALD are essential ingredients to success. To build and sustain the progress that has been made at Kenmore Park Anangu School, clear and concise documentation is essential. This must include a comprehensive induction process to ensure smooth transition for new staff.

Direction 2

Ensure expectations, agreements and induction processes are documented and enacted to enable the partnership between the school, Anangu families and AEWs to remain pivotal to sustained success and continual improvement.

How authentic is the influence of students on their learning?

The Principal shared the impetus to build a student culture for learning to address the low achievement data over time. Goal-setting has been developed as a Reception to Year 12 strategy and is deeply embedded. This process enables regular monitoring of student growth and identifying next steps for student learning. The increasing involvement of students in the goal-setting process was evident in conversations with staff and students. Staff explained how, initially, goals were developed by the class teacher with the student and, over time, that students now lead the process, with guidance from the teacher.

Goals are visible and every day students check on them, keep tabs on their own progress and, when reached, they identify their next challenge: “It’s an ongoing and cyclic approach to ascertain whether they have embedded their goals into learning”. Staff members are working together to build a culture to aspire and celebrate success: “There is nothing more powerful than when a student recognises growth in their

learning; the power of this builds their self-esteem and confidence”.

Staff members have structured class learning time to ensure 1:1 conferencing can occur with every student. This provides immediate feedback, whilst acknowledging growth and distance travelled. Students verified the value of 1:1 time with teachers as “checking in” and sharing what they’ve done, whether goal/s had been achieved and, if they have, what the next goal/s would be.

Students confidently articulated how they track their learning, explaining how a goal isn’t achieved unless they can show evidence of sustained understanding. There is also evidence of students aspiring to higher achievement.

Staff explained the immediate feedback they receive from students about a lesson in progress. Staff spoke of the use of lower to higher-order questioning and group discussions as methods to engage and enrich learning opportunities: “If they are engaged their learning output, the depth of content knowledge, and use of language is remarkably improved”.

Staff spoke of the aim to make students more involved within and beyond the walls of the classroom. There is an opportunity to build greater student voice and leadership in the school’s improvement agenda. The pride and commitment expressed by senior students for their land, culture and language was strong. These young people are potentially the future leaders in the broader Anangu community. They need to build negotiation and decision-making skills for participation and leadership in the Anangu community post-schooling. The opportunity exists for their voices, together with other young people across the Anangu Lands Partnership, to influence the future developments and initiatives in education, learning from their elders and PYEC.

Direction 3

Extend opportunities for senior students to connect with the school priorities and the broader Anangu Partnership to develop their leadership capacities and to influence learning at and beyond school.

What is the school doing particularly well and why is this effective?

During the review process, the panel verified the following effective practice that is contributing significantly to school improvement at Kenmore Park Anangu School.

Effective practice in self-review in informing and shaping improvement was evident at the school. The strategic and well-paced processes to reflect, monitor and manage change have been significant in a relatively short time. Evidence-based data is triangulated through a multiple measures perspective. Results of improvement and strategic and ongoing monitoring are evidenced in the improved site-based student achievement data. Improvement, and a belief in maximising learning opportunities for all students, has resulted from the collaborative and mutually trusting partnership between staff and community.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2017

Kenmore Park Anangu School is tracking well. Effective teaching actively engages learners and monitors their learning progress. The culture of improvement is characterised by high expectations for students, commitment of staff to build and enhance their teacher capacity, and regular and timely goal-setting for future improvement. The partnership with the Anangu community is currently strong.

The Principal will work with the Education Director to implement the following Directions:

1. Support more students to achieve the Standard of Educational Achievement through enhancing the depth of differentiation in teacher planning and practice.
2. Ensure expectations, agreements and induction processes are documented and enacted to enable the partnership between the school, Anangu families and AEWs to remain pivotal to sustained success and continual improvement.
3. Extend opportunities for senior students to connect with the school priorities and the broader Anangu Partnership to develop their leadership capacities and to influence learning at and beyond school.

Based on the school's current performance, Kenmore Park Anangu School will be externally reviewed again in 2021.



Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
ACCOUNTABILITY



Anne Millard
EXECUTIVE DIRECTOR,
PARTNERSHIPS, SCHOOLS AND
PRESCHOOLS

The school will provide an implementation plan to the Education Director and community within three months of receipt of this report. Progress towards implementing the plan will be reported in the school's Annual Report.

Nicholas Papadopoulos
PRINCIPAL
KENMORE PARK ANANGU SCHOOL

Governing Council Chairperson

Appendix One

Policy compliance

The External School Review process includes verification by the Principal that key DECD policies are adhered to and implemented.

The Principal of Kenmore Park Anangu School has verified that the school is compliant in all applicable DECD policies.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy. The school attendance rate for 2016 was 95%.

Appendix Two

School Performance Overview

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

In considering the data below, there needs to be some caution in making a judgement due to the low numbers represented in the student cohorts at the school. The data below represents a summary of aggregated data for Kenmore Park Anangu School over the years 2012 to 2016. This is done for two reasons: to overcome the anomalies that may occur in any one year, and to minimise the possibility of identifying individuals in any small cohort of students.

Reading

In the early years, reading progress is monitored against Running Records. Between 2012 and 2016, no Year 1 and no Year 2 students demonstrated the expected achievement against the DECD Standard of Educational Achievement (SEA).

Between 2012 and 2016, the reading results, as measured by NAPLAN, indicate that none of the 5 Year 3 students, 2 of 11 Year 5 students, none of the 7 Year 7 students, and none of the 7 Year 9 students demonstrated the expected achievement under the DECD SEA.

No students have achieved in the higher bands for NAPLAN Reading since 2008.

Numeracy

Between 2012 and 2016, the numeracy results, as measured by NAPLAN, indicate that 2 of 5 Year 3 students, 1 of 11 Year 5 students, none of the 7 Year 7 students, and none of the 8 Year 9 students demonstrated the expected achievement against the DECD SEA.

In 2015, 1 Year 5 student achieved in the Higher bands for NAPLAN Numeracy.

One student retained higher band achievement in NAPLAN Numeracy, from Year 3 to 5 between 2013 and 2015.