

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Kenmore Park Anangu School

Conducted in May 2021



Review details

Our education system aspires to become the best in Australia by seeking growth for every student, in every class and in every school.

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

The External School Review framework is referenced throughout all stages of the ESR process.

This report 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.

We acknowledge the support and cooperation provided by the staff and school community. While not all review processes, artefacts and comments are documented here, they have all been considered and contribute to the development and directions of this report.

This review was conducted by Simon Harding, Review Officer of the department's Review, Improvement and Accountability directorate and Fiona Voigt, Review Principal.

Review Process

The following processes were used to gather evidence relevant to the lines of inquiry:

- Presentation from the Principal
- Class visits
- Document analysis
- Discussions with:
 - Governing Council chair
 - Anangu Educators
 - Anangu Coordinator
 - Parent groups
 - Student representatives
 - Teachers.

School context

Kenmore Park Anangu School caters for students from reception to year 12 and supports a local child parent centre. It is situated 1218kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 11. Enrolment at the time of the previous review was 16. The local partnership is Flinders Park 1.

The school is classified as Category 1 on the Department for Education Index of Educational Disadvantage.

The school population includes 100% Aboriginal students, 30% students with disabilities, 70% students with English as an additional language or dialect (EALD) background, 30% children/young people in care and 100% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 2nd year of their first tenure. There is a Anangu coordinator.

There are 2 teachers, including 2 in the early years of their career and no Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** **Support more students to achieve the Standard of Educational Achievement through enhancing the depth of differentiation in teacher planning and practice.**
- 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.**
- 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 impact has the implementation of previous directions had on school improvement?

There is limited evidence which supports the implementation of the previous directions. Since the last external school review, there was several leadership and staff changes. Little documentation was provided to the current principal in relation to the work undertaken addressing the previous directions.

Teachers are new to the school this year. They are currently focusing on the learning needs of individual students. Progress of student achievement is discussed regularly with all staff during staff meetings.

There is some evidence of enhanced learning opportunities for senior students. One student achieved their SACE with a focus on music with the use of external support. The trade training centre is accessed by students to support them in achieving their SACE. Limited enrolments and transience of secondary students since the last review has influenced work from this direction.

Lines of inquiry

Effective school improvement planning

How well does the school review and evaluate the effectiveness of improvement planning processes and the impact on student learning to inform next steps?

It is acknowledged by the school that changes in staff over time, including leadership, posed challenges in implementing and embedding school improvement planning (SIP) processes. SIP goals were developed from the analysis of data at a whole-school level. Consultation with stakeholders, including Anangu Educators, is undertaken throughout the cycle of implementation of the SIP. Staff stated that their feedback is sought and valued by leadership as part of the cycle of improvement. Staff understand that the SIP is a responsive document and will continue to evolve. Teachers discussed commitment to implement actions and reflect on the effectiveness of these on student achievement. The school has draft documents in oral language and numeracy to identify both current and future practice in the priority areas. The panel noted considerable visual cues around the school to support oral language development in both Pitjantjatjara and English.

Professional learning is supporting teaching staff to more effectively collect data aligned to the SIP priorities, which can be used to inform teaching and learning for individual students. Time is regularly scheduled in staff meetings to track progress of the student achievement. Staff acknowledged the need for greater clarity and alignment with the SIP when tracking, monitoring, and sharing practice to evaluate the progress of the SIP actions. Anangu educators actively participate in staff meetings related to the SIP priorities. While the tracking of student achievement is regularly monitored, strengthening the connection between the tracking and identified success criteria in the SIP is a next step. The school is well-placed to undertake SIP reviews in the allocated professional learning times, where data and evidence is used more effectively to collectively determine future directions. This will be most beneficial when it occurs on a regular, planned basis and is inclusive of all staff in determining future priorities in school improvement planning.

Direction 1 Strengthen collective self-review processes where staff effectively review and evaluate the impact of the SIP, with alignment across student achievement, teacher practice and success criteria.

Effective teaching and student learning

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction?

There are processes in place to track, monitor and analyse student achievement data. The school is working towards the use of common evidence-based datasets, which will support teachers tracking and monitoring student achievement on an ongoing basis. Analysis of student achievement data is regularly scheduled as part of staff meetings, and informs decisions made at different levels – whole-school and individual – in relation to improvement. Teachers use a range of strategies for assessment of student learning, both whole-school approaches and individual. It is evident that teachers use observation to review and adapt the learning to best meet the needs of students. Teachers discussed how they are increasingly using data to inform and tailor their teaching and building on a student's prior learning. This work is supported through professional learning and mentoring by a consultant. There were some examples of how data is shared with students. Teachers use evidence-based assessment to set individual student learning goals, and value their own work in collectively and individually reflecting on their practice. Teachers are willingly working collegiately to build common understandings, which is strengthened through ensuring Anangu educators are working in partnership with teachers. Teachers seek planned opportunities with agreed criteria to assess student achievement progress. Further development of common understandings and practices to support consistent judgement in both formative and summative assessment by teachers will strengthen this work. Continuing to develop teacher capacity to effectively analyse data to inform differentiated planning and instruction will optimise learning for all students.

Teachers work towards providing quality feedback to students, which informs individual goal-setting. Feedback is often given verbally and includes praise and improvement advice. Where possible, Anangu educators provide key phrases of feedback in language. Strengthening the explicitness of this work will enhance students' ability to identify their next steps in learning.

Direction 2 Develop staff capacity and collective practices to analyse data effectively to inform differentiated curriculum planning and instruction optimising outcomes for all students.

Outcomes of the External School Review 2021

Staff at Kenmore Park Anangu School are committed to providing quality learning opportunities for the students. Student learning is at the centre of decisions taken. There is a strong partnership between Anangu Educators, leadership and staff. Time to collaboratively plan for learning is prioritised.

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

Direction 1 **Strengthen collective self-review processes where staff effectively review and evaluate the impact of the SIP, with alignment across student achievement, teacher practice and success criteria.**

Direction 2 **Develop staff capacity and collective practices to analyse data effectively to inform differentiated curriculum planning and instruction optimising outcomes for all students.**

Based on the school's current performance, Kenmore Park Anangu School will be externally reviewed again in 2024.



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Charlie Klein
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Kenmore Park Anangu School

Governing Council Chairperson

Appendix 1

School performance overview

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

Due to the low or no enrolments in certain year level cohorts, this data has not been included to ensure individual students are not directly identified. The Annual Report on the school website provides additional information in relation to school performance.