

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT
OFFICE FOR EDUCATION AND EARLY CHILDHOOD

EXTERNAL SCHOOL REVIEW

REPORT FOR INDULKANA ANANGU SCHOOL

Conducted in September 2016



**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.

This External School Review was conducted by Liz Matheson, Review Officer, Review, Improvement and Accountability Directorate, Katrina Tjitayi, Pitjantjatjara Yankunytjatjara Education Committee (PYEC) and Marie Louise Adams, Review Principal.

Policy compliance

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

The Principal of Indulkana Anangu School has verified that the school is working towards being compliant in all applicable DECD policies. The Principal advised action is being taken to comply with the following DECD policies:

Part 5 Safety:

Volunteer and Cyber Safety policies are being developed.

Part 6 Site Procedures: Item 3 Records Management

The records have been poorly managed historically. The school is developing better systems to manage the records.

Part 6 Site Procedures: Item 5 Addressing audit issues

The management of the school's finances is now located centrally in DECD. The school is not receiving timely reports to inform decisions about expenditure, and is not informed of how the audit issues raised in the most recent ROAC are being addressed. This concern needs to be raised by the Education Director with the appropriate Directorate within DECD, and a system needs to be developed and implemented to keep the Principal regularly informed.

When these matters are satisfactorily addressed and resolved the Policy Compliance Checklist must be resubmitted to the Education Director.

Implementation of the *DECD Student Attendance Policy* was checked specifically against documented evidence. The school was found to be compliant with this policy, although specific issues were highlighted during the ESR. The school is serviced by the Commonwealth-funded Remote Schools Attendance Strategy. The contract with Skill Hire is used to employ a community-based School Attendance Officer to make contact with families in relation to school attendance. The role requires significant interpersonal skills and the ability to maintain relationships, within an Anangu context. There has been a significant turnover of the School Attendance Officers who have serviced the Indulkana community. This approach adds another level of complexity to the relationship between the school and community. Student attendance is a key part of the school's strategic priority to develop greater community engagement and a productive partnership. The Review Panel was of the view that this strategy needs to be reconsidered to allow, and require, the school to take more direct responsibility for student attendance.

The school attendance rate for 2015 was 75.6%, which is below the DECD target of 93%.

School context

Indulkana Anangu School is located in a remote community in the far northwest of South Australia in the Anangu Pitjantjatjara Yankunytjatjara Lands. Indulkana (also known as Iwantja) is approximately 1130kms by road from Adelaide.

The students are Anangu, and their first language is Pitjantjatjara or Yankunytjatjara. English is frequently only spoken at school. A significant factor for Anangu communities and schools is the transient nature of the population. The enrolment in the school fluctuates between 95 and 85. The school caters for students from birth to Year 12. It includes a school-based preschool and a Child and Family Centre. Secondary students access the Trade Training Centre at Umuwa, work experience at Yulara, and the Wiltja secondary program based in Adelaide.

The school values have been revised: *Kunpu Wanganara Nintiringkupai*: Strong, smart and respectful learners.

The school has an ICSEA score of 625, and is classified as Category 1 on the DECD Index of Educational Disadvantage. The median ICSEA score across Australia is 1000.

The Leadership Team consists of a Principal who was appointed at the start of Term 2 2015, an Anangu Coordinator and a Learning Improvement Coordinator, who is in her 4th year. The teaching staff consists of 10 teachers and 14 Aboriginal Education Workers (AEWs). The school frequently has newly appointed teachers. In 2016, there are 2 graduate teachers and all other teachers except 2 are in the first 5 years of their career.

School Performance Overview

Considering the data below, there needs to be some caution in making any judgement due to the lower numbers represented in some of the student cohorts at the school.

Attendance

In 2015, the average attendance was 75.6%, which was higher than the average of 73.8% during the period 2010 and 2015.

In Term 3 2016, the average attendance in the Primary School over the first four weeks was 64.8%, and in the Secondary School it was 59.2%.

Achievement

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

In the early years, reading progress is monitored against Running Records. In 2015, no Year 1 or Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA).

The number of students who sat the NAPLAN test in Year 3 in 2015 is less than 5, and therefore, it is not possible to report how many students met the National Minimum Standard (NMS).

In 2015, 2 of 8 students in Year 5 achieved the National Minimum Standard (NMS) in reading, and 1 of 8 met the NMS in numeracy.

In 2015, 4 of 7 students in Year 7 achieved the NMS in Reading. In Numeracy, 5 of 10 Year 7 students met the NMS.

No students sat the NAPLAN test in Year 9 in 2015. No students in 2015 achieved the DECD SEA in Years 3, 5 and 7 literacy and numeracy.

Lines of Inquiry

During the review process, the panel focused on four key areas from the External School Review Framework:

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| Effective Leadership: | How effectively does the school leadership foster a culture of learning?
To what extent are the school's professional learning processes building teacher and Anangu Education Workers' capacities? |
| Effective Teaching: | How effectively are teachers supporting students in their learning? |
| Student Influence: | How authentic is the influence of students on their learning and throughout the school? |

How effectively does the school leadership foster a culture of learning?

During 2013, student wellbeing was the number one priority, supported by leadership positions, which focused on behaviour and concerns for students' health and safety. The school leadership also worked hard to improve the physical appearance of the school. Paving and the development of play areas and gardens were priorities at this time. As the Pitjantjatjara Yankunytjatjara Education Committee member of the Review Panel noted, this improvement lifted the spirit and pride of the young people and community in their school.

There has been significant improvement in the culture and focus at Indulkana Anangu School in the past twelve months. Teachers and the Coordinator talked about student learning now being at the centre of school decisions and actions, rather than the previous focus on wellbeing as the core. Staffing was deployed to support behaviour and wellbeing concerns. In their view, there had been a marked disconnection between teachers and leadership, characterised by a lack of clarity and transparency. Teachers were unsure what the school was aiming to achieve, and how their work connected together within, or beyond the school.

"We have come so far", was a common description of the school's improvement journey. The emphasis on the development of *Kunpu Wanganara Nintiringkupai* – strong, smart and respectful learners – was evident to the Review Panel in talking to teachers, Anangu, and in seeing the students and children within their learning environments. These values were recently developed together, through a collaborative and respectful process.

The Review Panel was keen to find out how the current leadership had developed a strong and cohesive learning improvement culture within a short time. The School Improvement Plan (SIP) is a 3-year plan, viewed as providing a 'roadmap' for the school, to guide and shape its work. The SIP was developed at a community planning day in Term 3 2015. Teaching staff were involved in synthesising the community responses and formulating priority areas for moving forward. The Principal sought to enable teachers to 'own' the plan and to see their work as intrinsic to the achievement of the priorities. The 3-year plan, 2016 to 2018, is divided into stages, such as 'pending', 'in progress', 'maintenance' or 'review', so that change is managed in chunks.

Teachers described themselves as 'leaders', willing to contribute, but needing leadership to ensure they were all on the same road. Throughout all the discussions, leaders, teachers, and many AEWs, used the term 'we', indicating that they see themselves as a team. The Review Panel observed the staff to be professional, committed and keen to learn and improve. Teachers spoke about the clear directions and expectations of staff and students that are now in place. Policies and procedures have been established, documented, reviewed and streamlined.

The Principal communicates through a weekly staff newsletter, which includes expectations (for example, assessment requirements), teaching tips, professional articles, weblinks and acknowledgement of staff contributions. The *Indulkana School Stories* newsletter informs the community of school events, and provides examples of what students are learning, reinforcing the values of *strong* and *smart*. Staff meetings have shifted from behaviour management foci to professional development and team planning.

The school has a strong narrative that now places learning and positivity at the core. Teachers told the Review Panel that "we don't tolerate negative talk about the kids or community". A graduate teacher found the motto *No such thing as a bad day, only a bad mood* helpful in maintaining a positive and optimistic outlook. This does not mean that issues and concerns are not raised, but there is an expectation that staff members are solution and improvement-focused.

There is also a strong belief and commitment to work with the Anangu community to support their children to be strong and skilled in Anangu and Western culture and language. Members of staff have participated in programs with the Stronger Smarter Institute. They are aware of the concept of shared power with community and students, and are developing and implementing practical strategies to do this in authentic and sustainable ways. A number of teachers have been at the school since 2013 and will probably move on in the near future. The school is aware of this, as are the Anangu employees. The Anangu Coordinator and AEWs spoke to the Review Panel about the impact of constant changes in teaching and leadership staff. They recognise that the school and community relations are currently strong and connected 'as one', but that relationship can change quickly. They also spoke with frustration, that new leaders bring their 'new

ideas and plans', rather than develop a continuous story of the school with community.

Teachers talked to the Review Panel about how lucky they are as they support each other and get on well professionally and personally. However, improvement cannot be left to luck, and needs to be more planned and intentional. The legacy of staff who have contributed to the current positive learning improvement focus will be the extent to which it is sustained beyond their tenure at the school. Many leaders and teachers were beginning to have this conversation at the time of the External School Review.

Direction 1

Explore how the school's story can be sustained over time, and ensure the culture, expectations, rituals, structures and processes are documented and embedded to support continuous improvement.

To what extent are the school's professional learning processes building teacher and Anangu Education Worker capacities?

Many teachers appointed to the Anangu Lands are in the first years of their teaching career. At the time of the ESR, there were 2 graduate teachers; most teachers are in their first five years of teaching. While three others, including the Coordinator, are experienced teachers, several are relatively new to the Anangu Lands context. The creation and maintenance of a safe orderly learning environment is a priority for all new teachers to the profession.

At Indulkana Anangu School teachers were supported in their first term by the process of classroom profiling, which is designed to provide feedback to teachers on their proficiency in using the *Essential Skills for Classroom Management*. The profiling provides scaffolds for teachers to establish expectations, give instructions, provide explicit explanation and the strategies to develop and maintain behaviour for learning. Graduate teachers said they found the professional development on the essential skills and the profiling process to be very helpful in their classroom management. At the time of the ESR, the profiling had only been conducted in Term 1, and unfortunately, the Coordinator who is trained, has another appointment in DECD and will be leaving Indulkana Anangu School at the end of this year. The Review Panel urges the school to establish ways that the professional development and profiling on classroom management can be conducted frequently with all early career teachers, as an ongoing expectation sustained over time.

Teachers spoke about the change in expectations at the school. They are now required to programme and to have clear learning intentions for lessons. The Review Panel sighted examples of teachers' programming in reading and writing in a range of year levels. They are consistent with the learning outlined in the Partnership Agreements, grounded in evidence-based strategies such as the Big 6 for reading skills. The use of the 'Natural Maths' strategies and the articulation of the five key learning intentions gained from professional development were evident in teachers' learning journals. Teachers are also required to articulate, in the planning proforma, how they will work collaboratively with the AEW.

Expectations about what assessments need to be conducted, by when, and for what purpose, have now been documented. Teachers, including those in the Family Centre and Preschool, are interested in the students' achievement and attendance data. At this stage, an experienced teacher and Coordinator are taking and analysing the formal Running Records and managing the data-tracking systems. Further professional development needs to be provided to enable all teachers to understand how to conduct summative assessments, and importantly, the purpose of the testing instruments, and how to gain the maximum use from them for their programming.

The AEWs talked positively about the training and professional learning that they had received. In the Early Years, they have undertaken the Certificate III in Children's Services, and were able to talk confidently about how the learning experiences provided for the children were aligned to the Early Years Learning Framework. Other AEWs have participated in training provided by the Australian National Literacy Foundation (ANLF) through which they are doing a Certificate IV in Early Literacy, and learning about the 'Big 6' components of reading.

The staff meetings are focused on professional development. There is a regular 'check-in' to discuss and review the learnings gained from the Stronger Smarter Institute. There are opportunities for collaborative

planning of the Australian Curriculum Units and SACE plans, and the English and Mathematics blocks. Teachers are keen to participate in First Language learning; however, these sessions have not occurred regularly. Staff meetings have also been used to meet with teachers from Mimili Anangu School to moderate samples of students' writing and to further develop whole-school processes. The Partnership offers a range of professional learning opportunities to teachers, including regular Polycom sessions.

The Principal presents as an instructional leader. She knows the importance of modelling herself as a learner by actively participating in the professional learning, as well as being a key facilitator at times. The staff members are keen to learn, and to act on what they have learnt. There is an appropriate sense of urgency to support students' learning at Indulkana Anangu School. However, some people talked about the challenge of having lots of professional learning, but insufficient time to really develop and implement it in their practice within the classroom. Despite good intentions, the follow-up to enable greater levels of proficiency and understanding did not always occur. This is seen as a 'perennial problem'.

At this point in its improvement story, the Review Panel concluded that the school needs to ensure professional development enables teachers to embed practices that will contribute to sustainability, such as conducting and using summative assessments and classroom profiling initiatives, to reduce the effect of the 'perennial problem'. Furthermore, professional learning needs to support the development of the pedagogical practices of teachers and AEWs in an ongoing, developmental and reflective way.

Direction 2

Ensure professional development is an ongoing learning-centred process, designed to develop pedagogical and classroom management practices, and supports sustainable improvement over time.

How effectively are teachers supporting students in their learning?

As stated in the Context section of this report, many Anangu families move from community to community and transience rates of student enrolment are high compared with the DECD average. The Anangu Lands DECD Partnership has endeavoured to ensure students are provided with consistency and coherence in their learning by developing agreements in reading, oral language, mathematics and secondary pathways. Additionally, there are Australian Curriculum units, which specify a genre focus for each section of school.

At the school level, a working group has been established to work on formalising the English Agreement. Teachers in the early years were actively involved in the development of the Oral Language Agreement and are highly committed to shaping the practice that will support improved language skills. The Maths Agreement has been developed, trialled and implemented. First language lessons are being provided, and each class is engaged in these lessons.

The 2016 NAPLAN results show that the 7 students who sat the reading test in Year 3 all achieved the National Minimum Standard or above. There was considerable improvement in all other aspects of the NAPLAN test at this year level. These results are consistent with improvements in phonological awareness and Running Records. This is cause for celebration and suggests the work in the early years is paying off.

The school is promoting personalised learning and each child has One Plan goals that are formulated and reviewed regularly. The One Plan articulates long-term and short-term SMART goals, which are learning-focused, specific and achievable. The Review Panel collected examples of the One Plans and noted periodic review dates. The students' goals were displayed in their classrooms. Many students knew their goals, their reading levels and that they had improved.

The secondary section of the school has trialled a line system for students from Years 7 to 12 in 2016. The aim is to retain students, particularly males, beyond 15 years of age and after cultural business, to improve student resilience, especially during periods of change, enable more targeted teaching and learning programs through the use of flexible groupings, and to improve pathways to employment and SACE completion rates. Home groups run for 30 minutes every morning followed by literacy lessons, three secondary lines of English, language and numeracy four days per week, and 'fellas and kungkas' classes are provided after lunch. The language lessons in Pitjantjatjara and Yankunytjatjara are jointly taught by the Anangu Coordinator and a secondary teacher. Vocational Education and Training opportunities are offered every week.

Although this trial will need to be reviewed at the end of the year to determine if it is sustainable, currently, 5 students are on course to complete Stage 1 Essential English, Maths and Australian Languages. It appears absences have reduced when students are in community. The AEWs told the Review Panel they liked this model and, at this stage, students appear to be learning more.

The Review Panel noted the quality of the visual scaffolds to support children and students. Students present their learning visually, through pictures, diagrams and videos, which are uploaded onto the school's YouTube page. Students learn to present recounts, descriptions and provide explanations.

At Indulkana Anangu School teachers are very aware of acknowledging the linguistic and cultural knowledge and experiences students bring to school. They are committed to providing culturally relevant learning experiences, and building tasks around these learning experiences. A challenge for the school is to provide pedagogical approaches across all curriculum areas that value Anangu ways of learning, and also provide the cognitive stretch to be successful in Western education. The Review Panel thought the school could explore using the revised Blooms Taxonomy, which is a framework that provides a scaffold for teachers to design tasks and learning activities in 3 domains: cognitive (knowledge-based), affective (emotive-based) and psychomotor (action-based). Using all of these domains will help teachers provide opportunities for students to stretch and apply their thinking in different ways, at the same time as building on students' strengths.

In DECD there is a responsibility to extend students' knowledge to the world beyond the school and community, to have access to the big ideas and knowledge that underpin the broader curriculum. As schools across DECD are beginning to engage more with STEM (Science, Technology, Engineering and Mathematics), Indulkana Anangu School is in a good place to consider what this means for their context. It may be an opportunity to utilise the broad outline of the Partnership Australian Curriculum units, and to shape these to ensure students are provided a range of tasks that require both intellectual and psychomotor skills, to support growth in learning.

Direction 3

Strengthen teachers' deep content knowledge of the curriculum, and work to design quality tasks and learning experiences across curriculum areas that promote and value Anangu and Western ways of learning.

How authentic is the influence of students on their learning and throughout the school?

The school is keen to support children and students to become strong, smart and respectful learners so that they can realise their aspirations. The Review Panel was advised the concept of *tjaka*, which represents "that's just the way we are", can seem to promote a fixed mindset, and may be an inhibitor to young people believing in themselves and their dreams. To do this, the school needs to support students to be strong in their culture, language and identity, as well as having a growth mindset.

A group of staff attended the Stronger Smarter Institute and have returned highly motivated to share their insights in cross-cultural learning. They are keen to work with community and students to authentically share power in the learning relationship, so that it is mutually empowering and not based on the traditional Western transactional modes, whereby teachers are the font of all knowledge. They are taking a lead role in supporting teachers to gain greater understanding of the meta-strategies that will support children and students to be strong in identity and to believe in themselves as learners. This work is critical to supporting the focus on growth, achievement and dispositions for learning, and for the realisation of the school values.

The AEWs told the Review Panel that the connections between Anangu and the school are currently strong. Teachers talked about there now being a 'place' where they can talk more with Anangu, and together, shape the school's story. Teachers are aware that students' place in the story is critical to continuous improvement.

The Review Panel concluded that it was a prime opportunity for the school, teachers and AEWs together, to engage in an inquiry to find out how to develop greater and authentic student voice in the learning process and school life, and investigate what impact it has on students' engagement and motivation.

Furthermore, this locally based inquiry approach may provide useful insights for the Anangu Lands Partnership into the future.

Direction 4

Strengthen authentic student voice in the school and in their learning by inquiring into and enacting effective practices that work at different levels of schooling, in the Anangu context.

OUTCOMES OF EXTERNAL SCHOOL REVIEW 2016

Indulkana Anangu School has a culture of learning-focused improvement. The school works in partnership with the community, and in 2016, has demonstrated growth in student achievement above what would be reasonably expected of a school in a similar context.

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

1. Explore how the school's story can be sustained over time, and ensure the culture, expectations, rituals, structures and processes are documented and embedded to support continuous improvement.
2. Ensure professional development is an ongoing learning-centred process, designed to develop pedagogical and classroom management practices, which supports sustainable improvement over time.
3. Strengthen teachers' deep content knowledge of the curriculum, and work to design quality tasks and learning experiences across curriculum areas that promote and value Anangu and Western ways of learning.
4. Strengthen authentic student voice in the school and in their learning by inquiring into and enacting effective practices that work at different levels of schooling, in the Anangu context.

Based on the school's current performance, Indulkana Anangu School will be externally reviewed again in 2020.

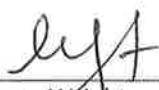


Tony Lunniss
DIRECTOR
REVIEW, IMPROVEMENT AND
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Jayne Johnston
CHIEF EDUCATION OFFICER

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.



Marie Wright
PRINCIPAL
INDULKANA ANANGU SCHOOL



Governing Council Chairperson