

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Indulkana Anangu School

Conducted in March 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 Rob McLaren and Julie Bishop Review Officers of the department's Review, Improvement and Accountability directorate and Nick Papadopoulos, Review Principal.

Review Process

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

- Presentation from the principal
- Class visits
- Attendance at staff meeting
- Document analysis
- Discussions with:
 - Governing Council and community representatives
 - Leaders
 - Anangu Educators
 - Parent groups
 - School Services Officers (SSOs)
 - Student representatives
 - Teachers

School context

Indulkana Anangu School caters for students from birth to year 12. It is situated 1131kms from the Adelaide CBD. The enrolment in 2021, as at February census, is 100, but there is a high number of students who are not present in the Indulkana Community. Enrolment at the time of the previous review fluctuated between 85 and 95. The local partnership is Anangu Lands.

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

The school population includes 100% Aboriginal students, 8% students with disabilities, 100% students with English as an additional language or dialect (EALD) background, 6% children/young people in care and 100% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 3rd year of tenure, an Anangu coordinator in her 5th year, and a 3-year Deputy Principal tenure which is currently unfilled in 2021. In 2021, a B1 leader in personalised learning was appointed, funded by the Department. This leader is new to the APY lands context.

There are 9 teachers and 8 Aboriginal education workers, including 6 in the early years of their career.

The previous ESR directions were:

- 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.
- Direction 2** Ensure professional development is an ongoing learning-centered process, designed to develop pedagogical and classroom management practices, which support sustainable improvement over time.
- 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.
- 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.

What impact has the implementation of previous directions had on school improvement?
<p>Direction 1: A change in culture and expectations of educators was identified as an area of development in the previous ESR. Through focussed discussions in staff meetings, consistent expectations of behaviours and interactions were developed between staff, students and the community to move from a blaming model to a solution-based approach. As a result, strong school culture has evolved, with teachers providing quality learning while having high expectations. Refinements of agreements aligned to departmental and partnership priorities now guide teacher practice. Significant community-school rituals,</p>

including bush camps, have been maintained and enhanced while developing new ceremonies to recognise and promote learning achievement.

Direction 2: Clear alignment exists between weekly professional learning and the school improvement planning (SIP) priorities. An established termly calendar provided clear guidance to staff activities that build teacher capacity in classroom management skills, quality instruction and assurance of learning entitlement for all students. Leadership has promoted and modelled a strength-based approach where students are seen as strong and capable learners. Further congruence has been achieved by aligning individual staff performance development goals and those of the SIP.

Direction 3: Anangu learners' learning styles are supported through embedding culturally responsive pedagogies within a literacy cycle, and 'learning to do' mathematics approaches. The school provided professional learning support by self-funding a literacy and numeracy coach. High student engagement and growth in writing and reading across the school reinforced students' thinking to see themselves as learners. This perception by students was further strengthened by teachers working with and co-planning, where possible, with Anangu educators to support Anangu ways of learning.

Direction 4: In 2017/2018, students were invited to engage in conversations about their learning. Their responses highlighted the need to review current teaching practices, expected behaviours for learning, and behaviour management processes to better meet learners' needs. Through systematic professional learning and development, differentiated to the needs of staff, and a narrowing of the school's agreed goals for improvement, staff were able to focus and become skilled in planning effective learning with student input. Fortnightly meetings in 2020 of students discussing learning, and learning spaces that would engage learners, strengthened student voice. In 2021, student representation will extend to the Governing Council meetings.

Lines of inquiry

Effective school improvement planning

Improve practice and monitor impact - How effectively does the school monitor and enhance its improvement strategies and actions based on their impact on student learning?

The Principal's presentation provided context to the school's improvement journey since the last external school review. She reflected that developing a school culture based on respectful relationships, high expectations and improving student achievement, were her crucial priorities. Firm and clear leadership, having high expectations, ensuring respectful relationships were the norm and modelling best practice, were common themes in responses by the teachers when describing the Principal. These were pivotal in ensuring the development of this culture.

The school improvement goals within the SIP were collaboratively developed by staff referencing student achievement data. A staff group said they have all been involved in every step of the improvement process. Responses from other staff highlighted the strong sense of ownership in the improvement work. Three goals, including literacy, numeracy and Anangu perspectives, were initially identified, but the Principal explained refinements led to a single focus on reading development. Outsourced targeted professional learning in the literacy cycle, and learning through doing mathematics, supported staff in planning, and provided observational feedback to improve practice.

Classroom observations by the panel saw teachers using evidence-based pedagogical practices in guided reading, literacy cycles, word banking, and mathematics 'learning through doing'. Teachers are supported with targeted and ongoing professional learning, observational feedback and resources. Follow-up discussions highlighted that teachers were reflective about their practice and how they responded to the needs of their students. They described how literacy cycle and reading agreements, and checklists in mathematics provided a common language for professional discussions and greater consistency of practice and expectations across the school. Further support for teachers through training in Learning English Achievement and Proficiency Levels and MacqLit, provides necessary skills and strategies to identify issues in learning and provide appropriate intervention strategies. Teachers and leaders pointed to school data that illustrated growth in reading and numeracy as an outcome of this consistent practice.

Several staff members said the next step in improvement work could be developing more targeted datasets, including feedback from students to better inform school improvement and teacher practice. Staff meetings were positively seen as a collaborative time to develop further opportunities for evidence-based reflective practices linked to other performance development processes, including leadership and peer classroom observations and performance development plan meetings.

Direction 1 Further support improvement in teacher practice through aligned performance development structures and processes that promote evidence-based teacher self-reflection.

Effective teaching and student learning

Effective pedagogy – How effectively are teachers using evidence-based (culturally responsive) pedagogical practices that engage and challenge all learners?

Central to Indulkana Anangu School's improvement was acknowledging the importance of the teacher's role in ensuring student engagement and achievement in learning. Targeted professional learning and performance development processes support the improvement in teacher practice. Teachers highlighted that they were encouraged to try new approaches to best suit the learner. School culture developed into one where teachers and Anangu educators collaborate to ensure that effective pedagogical practices are relevant and culturally appropriate. Community members and students valued the efforts of teachers to develop skills in using the Anangu language. Most staff have high expectations for all students to be successful, with many describing how learning growth, achievement, and milestones are now being recognised and celebrated.

The Principal described how collaborative and intentional planning of learning had been a focus. This was supported by coaching from external consultants and peers, enabling teachers to consolidate effective pedagogical approaches to literacy and numeracy. Intervention programs of InitialLit and current training in MacqLit have provided further support for identified students. Ensuring training for all staff would be an advantage. Staff commitment to personalising the learning is evident with students having detailed learning plans regularly tracked and monitored relative to agreed goals. During 2020, with COVID restrictions, students maintained learning growth, supported by accessing teacher-prepared and differentiated online learning and assessment tasks.

In classroom observations, the panel observed students engaging in consistent, regular classroom routines to reinforce learning. Several staff members commented on the need to build learner resilience by developing and implementing positive education strategies. While established evidence-based practices and agreements in the literacy cycle, reading and mathematics guide teachers' work, it is an opportune time to revisit and review these, and consolidate and embed agreements focusing on cultural inclusion. These agreements can be further supported through robust teacher performance development processes, classroom observations and feedback to develop teacher practice.

Direction 2 Develop common agreements and practices of effective pedagogical approaches specific to the learning and social needs of the students at Indulkana Anangu School.

Outcomes of the External School Review 2021

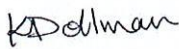
Staff at Indulkana Anangu School are commended for their comprehensive approach to ongoing improvement.

Highly effective leadership provided the school with strategic direction and support for planning and targeted interventions. The influence of the previous ESR directions is evident in the school's improvement while planning processes are evidence-based and targeted. Cohesive and collaborative teaching is highly valued, and respected Anangu educators ensure that students are provided with every possible opportunity to succeed.

The principal will work with the education director to implement the following directions:

- Direction 1** Further support improvement in teacher practice through aligned performance development structures and processes that promote evidence-based teacher self-reflection.
- Direction 2** Develop common agreements and practices of effective pedagogical approaches specific to the learning and social needs of the students at Indulkana Anangu School.

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



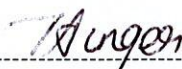
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Indulkana Anangu School



Governing Council Chairperson

Appendix 1

School performance overview

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

Due to the low or no enrolments in specific 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 about school performance.