

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Kangaroo Inn Area School

Conducted in September 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 Belinda Smith, 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 representatives
  - Leaders
  - Parent groups
  - School Services Officers (SSOs)
  - Student representatives
  - Teachers.

## School context

Kangaroo Inn Area School caters for students from preschool to year 12. It is situated 370kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 102. Enrolment at the time of the previous review was 94. The local partnership is South East Coast and Vines.

The school has a 2020 ICSEA score of 1016 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes no Aboriginal students, 6% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and less than 5% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 7<sup>th</sup> year of tenure. There are two coordinators with 0.2FTE release. Their focus is Teaching and Learning P-12 and Secondary Pathways.

There are 15 teachers including 4 in the early years of their career and 6 Step 9 teachers.

### The previous ESR or OTE directions were:

- Direction 1**     **Strengthen and embed effective moderation processes and intellectual stretch and challenge through the collaborative design of tasks that provide multiple entry and exit points across all learning areas and year levels.**
- Direction 2**     **Develop systems, including a scope and sequence to track and monitor student entitlement to the Australian Curriculum, to strengthen the current and future work in inquiry learning.**
- Direction 3**     **Strengthen and embed authentic student influence for learning across all learning areas and year levels, including sharing the language of learning with students to support them to become powerful learners.**

#### What impact has the implementation of previous directions had on school improvement?

The school demonstrated a range of strategies they have undertaken to support students to be challenged in their learning. They have worked with other sites to moderate learning and assessment tasks at all levels of schooling. Training and development have been provided in the process of developing individual student learning goals and through inquiry providing students with intellectual stretch.

There has been a focus on curriculum mapping supported through providing teachers with opportunities to collaboratively plan and share integrated units of work. Teachers shared the impact of visiting other sites to observe and discuss effective practice in tracking and monitoring Australian Curriculum implementation.

The school has worked with students on learning assets. Students are encouraged to self-monitor using these as their guide, along with individual learning goals and students having a voice on what they want to improve. The focus on inquiry learning across the school is influenced by the interests of students and the language of learning is being shared with students.

## Lines of inquiry

### Effective school improvement planning

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

Staff at the school are building a collective approach to improvement, both in student achievement and in their own capacity to best support the students with whom they work. Leadership and staff use agreed datasets to inform decisions about improvement priorities. Targets reflect appropriate expectations for achievement. Leadership ensures that there is alignment between professional learning and the priorities in the plan. Professional learning aligned to the goals is prioritised in staff meeting time. Staff shared how the whole-school professional learning has collectively influenced their practice and established common language used with students. Staff and leadership discuss actions taken towards improving student achievement and the implications for intentional teaching as part of performance conversations. There are clear expectations by leadership for staff to link school priorities to personal development plans. Parents are informed of the progress of the plan through updates provided at governing council meetings.

Teachers are involved in the process of making decisions about the priorities in the plan. Teacher feedback about the progress of the plan is valued by leadership and informs next steps. They value and are committed to the whole-school approaches. Learning sprints and observations of practice have been undertaken to monitor consistency of changes in practice aligned to the site goals. Staff understand their responsibility to implement the actions in the school improvement plan (SIP) and measuring the impact of these actions through student achievement. Staff shared their willingness to work collegiately, providing peer support and feedback. Continuing to plan opportunities for staff to work collaboratively, within teaching teams and across teams, will continue the development of collective understandings and practices. Teachers recognised the benefit of establishing appropriate timelines to consolidate the learning and embed practices consistently across the school. Strengthening processes and structures to support staff to more effectively monitor and evaluate the impact of their teaching against the challenges of practice and success criteria, both individually and collectively, will enhance the school improvement strategies and outcomes for students.

**Direction 1      Strengthen ongoing processes to monitor progress of the school improvement plan by measuring the collective impact of the actions taken on the challenges of practice and the 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. Analysis of data is informing staff discussions and decisions made at different levels – whole-school, class and individual – in relation to improvement. Teachers are working with an agreed assessment schedule and use a range of strategies for assessment of student learning, both whole-school approaches and individual. Teachers discussed their use of data to inform teaching at a class level, for example, grouping students to target the learning. Continuing to develop teacher capacity to effectively analyse data to inform differentiated planning and instruction will optimise learning for all students. Teachers talked about how they modify assessment tasks to enable students to demonstrate their knowledge and skills. A traffic light process is being used to provide feedback for some students. Parents are contacted if there are areas of concern. Students value this process and are seeking increased clarity to support them in their next steps in learning. Training is being provided for teachers to use goal setting more effectively and consistently across the school. There was evidence from teachers and students of how they use feedback to set individual learning goals. Strengthening the explicitness and consistency of this work will enhance students' abilities to identify their next steps in learning.

Parents value the information they receive through the formal reporting processes. They value teachers' willingness to meet with them about their children's progress upon request. Students understand that effective feedback is important for their learning. Teachers value the work they have undertaken in moderating student work samples in writing using an evidence-based writing tool and the use of common expected practices such as 'Bump it up walls' to support students in their learning. This work is developing common understandings and consistent judgement of student work supported by moderation processes with teachers from other schools. The use of rubrics to support students in their learning is commonly used. Students talked about how this supports them in their learning. Students have opportunities to assess the work of their peers and provide scaffolded feedback using the rubrics. Further development of common understandings and practices to support consistent judgement in both formative and summative assessment by teachers to inform differentiated learning more effectively will strengthen this work.

**Direction 2     Strengthen and embed common understandings and practices in the use of formative assessment and student feedback for intentional teaching and differentiated learning.**

## Effective leadership

How effective are the school's professional learning and performance and development processes in building teacher capacity?

Teachers and leadership are committed to strengthening practices and implementing whole-school initiatives. A culture of collaboration and focus on learning is evident across the staff. There are high expectations and support provided from leaders for improving achievement for both teachers and students. New staff have access to training in the priority areas and teachers shared how leadership is supportive of them attending training linked to their professional plans. They value the opportunity to undertake professional learning and understand it is aligned to the SIP priorities. Staff are willing to take on new challenges and innovation in their teaching practice. They are clearly vital to decisions taken and are keen to learn from each other. Leadership are committed to providing teachers with regular observations of practice and feedback. Teachers value this work and could articulate how this constructively impacts on their practice. Early career teachers are provided with an effective model of mentoring and feedback about their practice from observations and regular follow up. Teachers articulated the impact of participating in reflective and collaborative conversations with their colleagues bringing about increased consistency in their approach with students. Teachers willingly take the lead in learning in relation to school initiatives.

Leadership has clear expectations and measures of accountability in relation to the expected practices aligned with the priorities in the SIP. Learning sprints have been a key driver in developing staff capacity and building consistency of practice. Staff are sharing strategies and practice, building an increasing understanding of each other's work. They regularly initiate discussions, both formally and informally, about how to improve their practice. While there is expertise across the staff group, continuing to strengthen the continuity of learning is acknowledged as a goal they are working towards. Deepening these collegiate discussions towards authentic critical collaboration will continue to strengthen this work.

**Direction 3 Foster innovation and change of high impact approaches through continuing to develop teachers' capacity to critically collaborate and reflect on practice, building on the high achievement of all learners.**

# Outcomes of the External School Review 2021

There is a positive culture across the school focused on learning and improvement. Teachers share their knowledge and willingly collaborate to provide meaningful learning for their students. Strong community links have been established both to support the learning in the school and in the community.

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

- Direction 1**    **Strengthen ongoing processes to monitor progress of the school improvement plan by measuring the collective impact of the actions taken on the challenges of practice and the success criteria.**
  
- Direction 2**    **Strengthen and embed common understandings and practices in the use of formative assessment and student feedback for intentional teaching and differentiated learning.**
  
- Direction 3**    **Foster innovation and change of high yield approaches through continuing to develop teachers' capacity to critically collaborate and reflect on practice, building on the high achievement of all learners.**

Based on the school's current performance, Kangaroo Inn Area School will be externally reviewed again in 2024.



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# Appendix 1

## School performance overview

The External School Review process includes an analysis of school performance as measured against the Department for Education 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. 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. The data below represents a summary of the aggregated data from Kangaroo Inn Area School from 2016-2019.

### Reading

In the early years reading progress is monitored against Running Records. From 2016 to 2019, 62% of year 1 and 48% of year 2 students demonstrated the expected achievement against the SEA. From 2016 to 2019, the reading results, as measured by NAPLAN, indicate that 85% of year 3 students, 87% of year 5 students, 89% of year 7, and 82% of year 9 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, 15% of year 3, 30% of year 5, 26% of year 7 and 22% of year 9 students achieved in the top 2 NAPLAN reading bands.

### Numeracy

From 2016 to 2019, the reading results, as measured by NAPLAN, indicate that 85% of year 3 students, 96% of year 5 students, 82% of year 7 students, and 80% of year 9 students demonstrated the expected achievement against the SEA.

From 2016 to 2019, 27% of year 3, 9% of year 5, 30% of year 7 and 6% of year 9 students achieved in the top 2 NAPLAN numeracy bands.

### SACE

In terms of SACE completion in 2020 63% of students enrolled in February and 83% of those enrolled in October who had the potential to complete their SACE did go on to successfully achieve SACE.

For compulsory SACE Stage 1 and 2 subjects in 2020 100% of students successfully completed their Stage 1 Personal Learning Plan, 96% of students successfully completed their Stage 1 literacy units, 79% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2020 94% of grades achieved were at 'C-' level or higher, 10% of grades were at an 'A' level and 48% of grades were at a 'B' level.

Thirty three percent of students completed SACE using VET and there were 0 students enrolled in the Flexible Learning Options (FLO) program in 2020.

In terms of 2020 tertiary entrance 75% or 3 out of 4 potential students achieved an ATAR or TAFE SA selection score. In 2020 the school had a moderation adjustment of -1 in one subject.