

The Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Pipalyatjara Anangu School

Conducted in June 2018



Government of South Australia
Department for Education

Review details

A priority for the Department for Education 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 government schools.

The external school review framework underpinning the 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 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, they all have been considered and contributed to the development and directions of this report.

This review was conducted by Julie Bishop and Helen Tunney, Review Officers, Review, Improvement and Accountability directorate and Christine Bell Review Principal.

School context

Pipalyatjara Anangu School caters for students from preschool to year 12. It is situated 1631kms from the Adelaide CBD. The enrolment is 65 students, and has fluctuated over the last 5 years.

The school has an ICSEA score of 657 (2015 data) and is classified as Category 1 on the department's Index of Educational Disadvantage.

The school population includes 95% Anangu students, 15% students with disabilities, 95% students with English as an additional language or dialect (EALD), 100% of families eligible for School Card assistance, and 95% of students participating in the Pitjantjatjara first language maintenance program.

The school leadership team consists of a principal in their 1st tenure, an Anangu coordinator and the wellbeing coordinator. The staff profile includes a graduate teacher, 2 teachers in their 2nd year of teaching, 1 in their 3rd year, and 2 in their 4th year.

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 3 key areas from the External School Review framework:

Effective Leadership: To what extent is collective responsibility and collective action evident?

Improvement Agenda: How embedded and planned are the systems and practices for self-review?

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

To what extent is collective responsibility and collective action evident?

Anangu schools are staffed with an Anangu leader and a school principal who work collaboratively in the leadership of the school. The Anangu coordinator is an essential conduit between the school and the community by sharing knowledge, providing advice and support to the principal and staff. The Anangu coordinator also represents the school community at the Pitjantjatjara and Yankunytjatjara Education Committee (PYEC) meetings.

Shared responsibility and collective action is clearly evident at the school where the Anangu coordinator and the principal work collaboratively and share the same office. The Anangu coordinator and an Aboriginal education worker (AEW) reported to the panel that there was very strong support for the school from the community.

The Anangu coordinator and an AEW indicated their strong support for continuing the teaching of Pitjantjatjara language across the school, which had previously been undertaken by a Piranpa (the Anangu name for white people) teacher. It was also stated that Anangu would now like to see an Anangu person teaching Pitjantjatjara language at the school.

The work in First Language Maintenance (FLM) is highly valued and respected across the site, and provided opportunities for Anangu to now lead the learning in their own language. The Anangu coordinator stated that they needed support to develop a plan so they could teach the language to ensure that it always stays strong, and some AEWs also wanted to learn to be teachers.

Aboriginal education workers (AEWs) indicated that they wanted time to plan with teachers. At present, there is an option for teachers and AEWs to meet during one of the allocated non-instruction times. Further discussions with Anangu staff to seek clarity in relation to what and how they want the meetings run will be significant in strengthening the culture of collective responsibility and collective action at Pipalyatjara.

Teaching of Anangu culture was important work for the AEWs to undertake at the school. Students needed to know and understand all their family connections; this included students in upper primary and secondary classes learning about their 'skin groups'. Ensuring students know and understand the significance of 'skin groups' was essential cultural learning for all students. Students need planned opportunities in school to learn about their culture and to 'build students so they are strong both ways'.

Piranpa staff need to be inducted by Anangu when they come to the community, as it will include staff learning about Anangu language and culture. The coordinator also stated that new staff could be shown around the community and advised on areas where they could and could not go. Working with the community to develop shared understandings and practices in relation to Anangu language and culture is significant work for the school leaders to collaboratively undertake.

The Anangu and Piranpa are committed to developing and strengthening beneficial partnerships. Families are not regularly seen at the school, and ways are continuously sought to improve family and school connections. The school has implemented several initiatives, including speaking with families at non-school venues. This has been a very positive experience for all involved. The school also held a musical performance on the court area where the whole community could hear and share the experience.

Collaboratively developing and implementing planned opportunities for the school and the community to work together is important work for the school to undertake. Shared bush trips are a positive way to strengthen school-community partnerships. Time 'on country' provided meaningful opportunities for students to learn their culture and strengthen their confidence in speaking Pitjantjatjara. The comprehensive work currently undertaken in teaching the integrated units of study provides scope for ongoing planned opportunities for the school and the community to share and learn together.

Direction 1

Develop, implement and embed planned opportunities for community and the school to work together to build strong Anangu leaders and students so they can confidently operate in both cultures.

How embedded and planned are the systems and practices for self-review?

The current principal has been appointed to the school on a short-term basis since the beginning of the 2017 school year. At the time of the review, the school was operating without a finance officer or a teaching and learning coordinator, both of whom had accepted new appointments in alternate locations at the beginning of term 2. The school had also been affected by several deaths in the community, resulting in a significant reduction in the regular attendance of AEWs.

The principal reported that self-review processes undertaken in 2017 indicated the need to improve data collection processes. A data wall has been established which has a focus on monitoring growth, and staff identified that monitoring learning growth was an area for ongoing development across the site.

The principal has developed a comprehensive electronic data system to track and monitor student learning growth in valued literacy assessments as outlined in the Anangu Lands assessment position paper. Student learning growth is entered each term and uses a colour-coded system to track and monitor learning growth. This process provides very clear evidence of individual, class and year level progress.

Next steps in this area will be to support class teams to take ownership by using the data system to enter and review their class datasets on a regular basis. Sharing learning data in staff meetings will further strengthen and embed staff confidence in monitoring and tracking learning growth over time, and provide opportunities to review datasets from whole-school, class and individual perspectives.

The principal reported that the school was working with the current site improvement plan (SIP), after evidence-informed self-review resulted in the adjustment of some of the SIP strategies. This included but was not limited to implementing a targeted approach to literacy across reception to year 5, and developing better ways to engage with families and the community.

Self-review practices to monitor the SIP are inclusive of all staff. Staff teams aligned to the priorities of the current SIP have been established and are inclusive of teachers and AEWs. Each team is responsible for one of the identified priorities with an expectation to report back at staff meetings. It was reported that the structure of staff meetings has been changed to accommodate self-review as an integral component of meetings.

The review panel was provided with clear evidence of the links between the SIP, professional learning and the performance and development processes. Several performance and development plans (PDP) were made available to the panel; there was very clear evidence of the alignment of site priorities and the identification of required professional learning within the PDP plans.

The principal stated that the SIP will require further development in 2019 to ensure that teaching and learning with a specific focus on literacy, numeracy and science, technology, engineering and mathematics (STEM) become the focal areas for ongoing whole-school development. Consultation with Anangu staff in relation to the inclusion of language and culture as a priority area for the 2019 SIP will be a significant factor in supporting the development of a SIP that is reflective of and responsive to community aspirations.

The current SIP is comprehensive in content; refining priorities that are achievable and can be linked to specific and measurable targets should also be considered. Developing action plans for each priority that provide clarity and congruence in the 'why', 'what' and 'how' of improvement planning will support the development of a document that is relevant and accessible to all stakeholders. Strategies for action plans that are collaboratively formed will strengthen the collective ownership of the site and, subsequently, the school improvement journey.

The school has well established processes in self-review and, as such, can strengthen the current SIP. Work undertaken in this area in the near future will provide a strong foundation for the development of the next SIP scheduled for 2019 implementation.

Direction 2

Strengthen current and future site improvement plans by developing action plans for each priority that include explicit strategies and measurable targets directly related to learning, language and culture.

How effectively are teachers supporting students in their learning?

There is a strong commitment by teachers to provide learning opportunities that are carefully planned and engaging. Evidence of comprehensive and quality planning from many staff was provided to the panel. Clear scaffolds for learning were observed in many classrooms and every student has a completed One Plan. Student workbooks in several classes provided clear evidence of annotated work undertaken in reading, writing and numeracy.

High levels of student engagement and participation were observed in several classes, where some students undertook self-directed complex mathematical patterning processes. Staff acknowledged the

need to set ongoing challenges and high expectations for students. There is a strong culture of continuous improvement across the school.

Teachers of students from reception to year 5 reported that when reflecting on literacy data it became apparent that there was a broad range of abilities across the cohort. Teachers, looking for ways to improve instruction through differentiation, elected to establish 3 groups across both classes for an hour of intensive literacy instruction each day. Twice-daily reading sessions have been implemented across the site.

There is clear evidence of a strong commitment from the school to establish structures that provide opportunities for differentiation in the teaching of literacy. Work within this structure can be further strengthened through the embedding of whole-school literacy agreements that include the implementation of common understandings and practices in the Australian Curriculum literacy learning progressions and the Big 6 of reading.

The department has provided a series of best advice papers relating to the Big 6. Developing common understandings and subsequent processes for classroom implementation across the site will provide consistency and congruence in the teaching and learning of the 6 essential reading skills for all students.

The literacy learning progressions provide a resource to assist teachers in developing targeted teaching and learning opportunities for students who are working above or below year-level expectations. The literacy learning progressions are inclusive of the modes of listening, speaking, reading, viewing, writing and producing texts. Literacy learning progressions provide discreet markers of improvement that can be encouraging for both students and teachers, particularly when conventional assessment indicators often take an extended time to show learning growth for EALD learners.

Staff indicated that assessments to track and monitor numeracy growth provided a further challenge. Staff were looking forward to discussing this problem of practice at the upcoming numeracy professional learning day. The school may benefit from exploring the Australian Curriculum numeracy learning progressions, which provide improvement markers in numeracy in a similar fashion to the literacy progressions.

Seventy-five percent of staff indicated via a survey that they undertook professional learning in the English as an Additional Language or Dialect (EALD) language and literacy levels, however, only 25% of staff indicated via the same survey that they undertook professional learning in the teaching and learning cycle (TLC). The TLC framework is a highly effective pedagogical practice, which provides explicit stages of scaffolding in the deconstruction, joint construction and the subsequent independent construction of texts, with suggested activities being closely aligned to the Language and Learning Levels (LALL).

Not all staff had found the LALL useful to inform their teaching. The school should collaboratively undertake professional learning in the TLC. Embedding the TLC across the site will provide a context for and support the development of common understandings in LALL, whilst also providing explicit scaffolding of genre-writing for all students.

Several staff indicated that their teaching practice was effective when students were engaged in their learning. A range of strategies that supported high levels of engagement included, but were not limited to, when students can show what they know and can do, and when students can work progressively to suit their learning needs.

Staff reported that pre-tests were valued as a means of identifying where students were and teachers then set learning tasks accordingly. Staff reported high levels of student engagement when working online in literacy and numeracy. Students enter at their own level and work at their own pace. Staff are committed to ensuring they know, understand, respect and accommodate the learning needs of each student.

There was evidence of students setting long-term learning goals. Work in this area could be further strengthened by providing opportunities for students to set short-term goals that result from their personal data; in this way, students develop a language for learning and become active participants in their own learning.

Transition processes within the school occur at a range of levels. A priority for staff is to ensure year 10 students were prepared and supported with a successful transition to SACE. The early years sector of the school operates across a broader range, from 0 to 8 years, and has several key transition points. The development of a collaborative approach that provides consistency and congruence in pedagogical practices and transition processes will strengthen common understandings across all sectors of the early years.

Direction 3

Strengthen and embed opportunities for students to be supported and challenged in their learning through the consistent implementation of effective pedagogical practices and assessments in literacy and numeracy across the site.

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 Pipalyatjara Anangu School.

The introduction of the First Language Maintenance program at Pipalyatjara has provided Anangu with a stronger sense of identity and belonging, and a very strong commitment to sustaining and strengthening language and culture within the school. Effective practice in school community partnerships, collective responsibility and collective action were evident at the school.

Anangu staff are now confidently indicating their commitment to undertake the teaching of Pitjantjatjara language and culture at the school, and have indicated the need for support in planning lessons. The reintroduction of the teaching of the Pitjantjatjara language is significant for Anangu; this has provided opportunities to consider the sharing of some cultural practices at the school.

The director of Pitjantjatjara/Yankunytjatjara Education Committee attended the staff meeting held during the review. The director previously stated that, while it was widely understood that Anangu students needed to operate '2 ways' (Anangu and Piranpa), however, there was a *third* space that needed to be considered, and is an area for ongoing development.

During the staff meeting teachers were sharing their reflections on what they considered were the most effective assessments that informed their teaching practice. One teacher stated that they had recently undertaken assessments in Running Records in Pitjantjatjara during a Pitjantjatjara language class. It was also reported that students had been assessed on their Pitjantjatjara sight word knowledge.

The education director of the Anangu Lands Partnership informed the review officer that the partnership had recently received permission to use the Running Records template to track and monitor Pitjantjatjara reading progress for all students

The PYEC director stated that 'Anglo' assessment processes being used to track and monitor learning growth over time in Pitjantjatjara language, reading levels and sight words was an integral part of that *third* space.

Outcomes of the External School Review 2018

At Pipalyatjara Anangu School the school works in partnership with parents and community and is committed to strengthening school community partnerships. Anangu staff at the school indicated that the community sees the school as a positive and safe place. Anangu staff also stated that it was important for AEWs to be able to undertake teacher training.

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

1. Develop, implement and embed planned opportunities for community and the school to work together to build strong Anangu leaders and students so they can confidently operate in both cultures.
2. Strengthen current and future site improvement plans by developing action plans for each priority that include explicit strategies and measurable targets directly related to learning, language and culture.
3. Strengthen and embed opportunities for students to be supported and challenged in their learning through the consistent implementation of effective pedagogical practices and assessments in literacy and numeracy across the site.

Based on the school's current performance, Pipalyatjara Anangu School will be externally reviewed again in 2022.



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 3 months of receipt of this report. Progress towards implementing the plan will be reported in the school's annual report.



Terry James Casey
PRINCIPAL
PIPALYATJARA ANANGU SCHOOL



Governing Council Chairperson

Appendix 1

Attendance policy compliance

Implementation of the Education Department student attendance policy was checked specifically against documented evidence. The school was found to be compliant with this policy.

The school attendance rate for 2017 was 65%.

The school also works with the remote school attendance strategy; the data from this source presents the data in two forms, one with three criteria: present, absent, sick and the other with present, absent, sick and *away*. The *away* criteria acknowledge students confirmed as being out of the community. This is often due to cultural reasons. The overall school attendance rate with *away* excluded presents at 78%.

Appendix 2

School performance overview

The external school review process includes an analysis of school performance as measured against the department's 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 school provided the panel with a range of datasets as per the Anangu Lands assessment policy and procedures. The following datasets were included: Running Records, sight words, concepts about print, language and literacy levels, phonological awareness, and progressive assessments in reading and mathematics tests. The school-based datasets were aligned against year level and indicated growth over time.

Reading

In the early years, reading progress is monitored against Running Records. Between 2013 and 2017, 1 of 28 students at year 1, and 2 of 24 students at year 2 demonstrated the expected achievement against the SEA.

Between 2013 and 2017, the reading results, as measured by NAPLAN, indicate that none of the 27 students at year 3, 1 of 15 students at year 5, 2 of 28 students at year 7, and none of the 17 students at year 9 demonstrated the expected achievement against the SEA.

Numeracy

Between 2013 and 2017, the numeracy results, as measured by NAPLAN, 2 of 27 students at year 3, 2 of 18 students at year 5, 1 of 28 students at year 7, and 1 of 17 students at year 9 demonstrated the expected achievement against the SEA.

SACE

The school reported that 3 senior students are currently undertaking SACE Pitjantjatjara Language Studies and it is anticipated that these 3 students will successfully complete their studies in this area in 2018.