

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Mimili 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 Julie Bishop and Rob McLaren 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)
 - Teachers.

School context

Mimili Anangu School caters for children and young people from reception to year 12. It is situated 1300kms from the Adelaide CBD. The enrolment in 2021 is 67. Enrolment at the time of the previous review was reported as fluctuating between 55 and 65. The local partnership is the Anangu Lands Partnership.

The school has a 2021 ICSEA score of 655 and is classified as Category 1 on the Department for Education Index of Educational Disadvantage.

The school population includes 100% Anangu students, 20% students with disabilities, 100% students with English as an additional language or dialect (EALD) background, no 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, a Deputy in the first year of their tenure and a personalised learning coordinator in the second year of tenure.

There are 8 teachers including 6 in the early years of their career and no Step 9 teachers.

The previous ESR or OTE directions were:

- Direction 1** Improve teachers' capability to apply the Essential Skills for Classroom Management to their daily classroom teaching by utilising the Partnership's classroom profiling approach and providing more regular feedback.
- Direction 2** Develop and consolidate pedagogical practices that provide greater rigor and engagement of all students in their learning.
- Direction 3** Strengthen the inquiry into ways of increasing authentic student voice in their learning and assessment processes, in alignment with the DECD Anangu Lands Partnership initiative, and embed effective pedagogies into the daily classroom practices.

What impact has the implementation of previous directions had on school improvement?
<p>Direction 1: The '10 essential skills' approach was implemented up to 2019. Training in this program was not available in recent years and due to high staff turnover; there are now no teachers who were trained in the essential skills for classroom management program. The school subsequently invested in engaging a consultant to profile each teacher and provide them with feedback. The Principal reflected that data collected over the past 2 years indicates an improvement in classroom management practices.</p> <p>Direction 2: The school invested considerable resources in implementing evidence-based pedagogical practices across all areas of schooling. Teachers are supported to use data to differentiate their practice, resulting in higher levels of engagement from the students.</p> <p>Direction 3: The Principal noted little work was undertaken in authentic student influence over the past 2 years, and there was no evidence of this work during the handover process.</p>

Lines of inquiry

Effective school improvement planning

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

The Principal reported that high turnover of staff, including in leadership, posed considerable challenges in sustaining momentum in implementing and embedding school improvement planning (SIP) processes. School improvement plan goals were developed from the analysis of data at a whole-school level. Consultation with stakeholders, ie Anangu Educators, teachers, families, and students was undertaken in the development and implementation of the SIP.

Implementation of SIP oral language and reading goals have significant reference to Pitjantjatjara and Yankunytjatjara and English.

Anangu educators led the work in the oral language goal, which resulted in:

- an increased motivation to use first language within the school
- enhanced and strengthened relationships with students and Anangu educators
- clarity of SIP priorities for Anangu educators and teachers.

During the review, staff acknowledged that that they would benefit from further professional learning in Pitjantjatjara and Yankunytjatjara oral language.

Running Records assessments were not appropriate to track the progress of reading in the early years. Implementation of a phonics and vocabulary program (InitialLit) in the early years was trailed successfully. Teachers noted that a whole-school implementation of this approach was an area for consideration.

Clear and consistent processes in assessing writing are operating across the school. Staff identified further professional learning in the use of Learning English Achievement Proficiency (LEAP) levels would be advantageous.

Staff meet in teams every second week, as well as undertake planned, professional learning on a weekly basis. The school is well-placed to accommodate SIP reviews into team meetings or in the allocated professional learning times. This will be most beneficial when it occurs on a regular, planned basis and includes input from Anangu Educators in determining next steps in school improvement planning. The development and implementation of the SIP priorities were established and enhanced by strategic leadership.

Direction 1 **To ensure that all staff are provided with regular, planned opportunities to collaboratively review and refine SIP priorities.**

Effective teaching and student learning

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

Assessment feedback for learning is the cornerstone to students' effective decision-making, subsequently, it is the basis of improved learning outcomes. In the survey conducted during the review, all staff identified that feedback provided to students to help them improve was achieved at medium to high degree. Eighty-eight percent of staff reported that their learning design in a recent unit of work was achieved to a medium extent.

Teacher reflections identified that students became anxious when reading assessments are conducted, and staff are aware of the need not to 'push' students too hard during assessments. Staff identified that collaborative development and implementation of a common discourse across the school would strengthen opportunities for students to undertake risks confidently and consistently in their learning. The school had previously undertaken professional learning focused on providing strategies for teachers to increase student engagement, self-regulation and relationships. Staff noted that professional learning in this area needs to be a long-term commitment. The school is well-placed to undertake this work.

An evidence-based whole-class literacy program was implemented. Students are grouped via 'Initialit' to support planning and assessment, including the development and implementation of One Plan goals. Rubrics and checklists are designed and used to inform learning. Staff are strongly supported through relevant datasets to ensure clarity in next steps for learning.

Staff identified that students would benefit from development and implementation of processes where they can confidently provide feedback to teachers about their learning, with a focus on visual scaffolds for learning.

Thirty-three percent of staff identified that indicators of the early years learning framework (ELYF), Running Records, Pitjantjatjara word lists, Learning English Achievement Proficiency (LEAP) levels and SACE/ VET pathways were relevant and useful in tracking progress and identifying next steps.

The school is well-positioned to collaboratively identify assessments that are relevant, contextual and provide discreet next steps to support tracking and monitoring of learning progress for all students. A whole-school approach to feedback for learning that encompasses visual learning will strongly support staff and students to develop and embed congruence.

Direction 2 To collaboratively develop and embed a whole-school approach to feedback for learning that is contextual and encompasses visual learning.

Outcomes of the External School Review 2021

Mimili Anangu School is to be commended for their comprehensive and strategic approach to ongoing school improvement. The school provided comprehensive evidence of strong commitment to Yankunytjatjara, Pitjantjatjara and English languages as the foundation for learning. Each class has a daily planned first language lesson taught by Anangu educators and the Anangu coordinator with support of teachers.

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

- Direction 1** To ensure that all staff are provided with regular, planned opportunities to collaboratively review and refine SIP priorities.
- Direction 2** To collaboratively develop and embed a whole-school approach to feedback for learning that is contextual and encompasses visual learning.

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



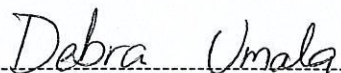
Danielle Chadwick
A/Director
Review, Improvement and Accountability



Anne Millard
Executive Director
Partnerships, Schools and Preschools



Nadia Mills
Principal
Mimili Anangu School



Debra Umala
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.