

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Fregon Anangu School

Conducted in March 2020



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, Review Officer of the department's Review, Improvement and Accountability directorate and Ngaire Benfell, 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
- Scan of Aboriginal Education Strategy implementation
- Discussions with:
 - Aboriginal Educators
 - Leaders
 - School Services Officers (SSOs)
 - Student groups
 - Teachers

School context

Fregon Anangu School caters for children from reception to year 12. It is situated 1457kms from the Adelaide CBD. The enrolment in 2020 is 69 students. Enrolment at the time of the previous review was 64. The local partnership is the Anangu Lands partnership.

The school's ICSEA score is not available and it is classified as Category 1 on the Department for Education Index of Educational Disadvantage.

The school population includes 98% Aboriginal students, 12% students with disabilities, 100% students with English as an additional language or dialect (EALD) background, 3 young people in care and 100% of families eligible for School Card assistance.

The school leadership team consists of a principal in their 5th year of tenure. The school has a B1 intervention coordinator. There are 4 teachers in the early years of their career and 1 preschool teacher.

The previous ESR or OTE directions were:

- Direction 1** Improve student learning outcomes by strengthening the use of formative assessment in the teaching and learning cycle to identify learning needs of individuals and groups and target teaching to more effectively and personalise learning.
- Direction 2** Build students' skills as confident speakers, using an increasing complexity of Standard Australian English, by improving classroom talk practices and using interactive pedagogical strategies that promote dialogue for authentic purposes.
- Direction 3** Develop students as leaders by establishing representative structures and processes that encourage students as decision makers within the school, community and partnership.
- Direction 4** Continue to support students in strengthening connections with families through leading learning conversations and developing agency in their own learning.

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

Direction 1: The principal reported that the 2018 school reflection processes identified what students already knew, planning learning that is interesting and relevant to the students and establishing appropriate expectations, rituals and routines. Culturally responsive reading materials have been produced, planned regular reflection and discussion has strengthened staff confidence.

Direction 2: Explicit, planned opportunities including the introduction of Yarning Circle structures has promoted group confidence with students now regularly asking questions and collaboratively contributing to the framing of research and learning plans.

Direction 3: Staff have provided opportunities for students to make personal choices during learning, choice activity sessions and student voice responsibilities in class. It was reported that many students now positively see themselves as learners.

Direction 4: The school reported that it was challenging to get some families to come into the school, with staff undertaking home visits to discuss reports. The school has also trialled a report sheet indicating students' maths skills and behaviours. It was also reported that the community come to the school for the café and op shop.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

To what extent does the school use evidence from student achievement and growth to inform relevant and high impact goals and targets for improvement?

Staff identified that monitoring the progress and impact of the site improvement plan (SIP) included Anangu staff, school support officers, teachers and leadership. The SIP goals were focused on increased achievement in numeracy and reading. Staff noted that leadership have ensured that responsibility for implementation of the SIP occurs across all stakeholders including staff, governing council members and community.

Staff reported that the school's improvement planning processes included effective mentoring and a consistent approach in maths assessment across the site. It was also reported that the SIP had provided a positive impact across the school, notwithstanding the opportunity for a common language for learning in maths to be embedded across the site.

Educators noted that beginning with base 10 as a starting point had been very successful, and incorporated numeracy learning including problem solving across all learning. Observations by staff included increases in student work output and engagement. Staff reflections identified that collective student ownership of their learning and strengthening automaticity were their next steps.

It was unanimously reported by staff that work in maths had been very successful. They specifically referenced the observations of improved growth from consistent data-tracking processes. Anangu educators work collaboratively with teachers and are confidently leading groups of students during maths lessons.

The second SIP goal identifies vocabulary as an integral part of strengthening reading comprehension. The panel noted that a common approach to the explicit teaching of vocabulary was an area for further consideration.

Some staff reported that clear and consistent structures are necessary to ensure that the teaching and learning of vocabulary is embedded across the site. Staff acknowledged that work in this area is currently at the emergent stage and noted that there was capacity for further development.

Observations from staff in relation to the impact thus far includes students choosing to read on a daily basis and a noticeable growth in some individual reading levels. Consistent implementation of literacy progressions and reading benchmarks to track and monitor reading growth will provide discreet next steps in reading and strengthen the collective efficacy of staff and students.

Direction 1 Develop and embed a whole-school approach to the explicit teaching of vocabulary as an integral component of effective reading instruction.

EFFECTIVE TEACHING AND STUDENT LEARNING

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

The school provided comprehensive evidence of assessments to inform instruction in mathematics where agreed processes are embedded across the site. Staff reported that formative assessment processes were highly valued and appropriate in informing next steps for learning. Many staff indicated that the Early Years Learning Framework literacy and numeracy indicators were very relevant in their learning context as they provided discreet indicators of growth. Staff reflections in a survey conducted during the ESR with reference to the Anangu Lands partnership 'common approach to assessment' also identified the Early Years literacy and numeracy framework as the most effective and relevant assessment tool.

Most staff provided a comprehensive understanding of formative assessment and subsequently provided a diverse range of exemplars that were used extensively across the site. Staff reported that some students are now using growth mindset language when 'stuck' in their learning. Staff also identified that formative assessment processes could be strengthened through the following strategies - planning and implementing more explicit teaching strategies, supporting students to confidently articulate their next steps in learning and developing visual scaffolds that specify learning dispositions as appropriate to each class.

Extensive evidence was provided of feedback 'in the moment' from verbal and written perspectives. The panel observed comprehensive evidence of documented feedback to students on a daily basis across all areas of learning. The panel noted that this work was exemplary.

Some staff identified that supporting students to build their capacity to identify personal learning needs and subsequent goals was an area for ongoing development. Staff, via a survey conducted during the ESR, indicated that professional learning in EALD language and literacy levels, the teaching and learning cycle, running records and a culturally responsive pedagogy would be helpful.

Staff also noted that the development of a language for learning resulting in students having regular, planned opportunities to be active participants in their learning was also an area for further development. The school is very well positioned to undertake this work.

Direction 2 To provide planned access for staff to undertake relevant professional learning in literacy and to embed opportunities for all students to be active participants in their learning.

CONDITIONS FOR EFFECTIVE STUDENT LEARNING

To what extent does the school engage with parents, the community and the local partnership to support involvement and improvement in student learning?

Staff identified a diverse range of opportunities where the school engaged with parents and the community. These included but were not limited to regular, planned family visits focused on celebrating student learning, and sharing student learning achievements at Governing Council meetings.

The secondary students in conjunction with their teacher have established a café, an opportunity shop and 'cans for cash'. All initiatives have been positively received by the community. The students use the café as part of their learning, where community are invited to join staff for morning tea on a weekly basis. Secondary students also run the opportunity shop, where donations of clothes are available for purchase by members of the community.

Staff reported that they frequently spend time in the community and visit families in their homes. Community members visit classrooms at the end of term barbecues and families are invited to 'show cases' at the end of units of work. Families are also invited to assemblies. The school runs an annual Christmas market where students from Kenmore Park and Ernabella visit and purchase goods made by the Fregon students.

The school also has a long term collaboration with Victor Harbor primary school where students from Victor Harbor have been visiting Fregon school for the past 40 years. It was consistently reported that these visits are highly valued by both communities. The panel was also informed that Fregon, Kenmore Park and Ernabella schools regularly interact with each other.

Staff collaboratively identified a range of aspects as next steps to strengthen school community partnerships. This included, but was not limited to, consulting with the community on how they would like to see school/community connections strengthened, increasing family involvement in daily reading sessions, inviting community leaders to visit and share their skills with students, providing training for Governing Council members and initiating a school-based arts event.

Staff also suggested the establishment of a culture café on Saturday mornings where community could support Pirinpa (non Anangu) staff to learn conversational and contextual Pitjantjatjara. Oral language development from both Pitjantjatjara and English perspectives is an area for further development. The school is also well positioned to develop consistent understandings, practices and perspectives in the use and application of the Pitjantjatjara word list.

Direction 3 Work with community to develop shared understandings and practices in relation to the teaching of Anangu culture and language at Fregon School.

Outcomes of the External School Review 2020

The school is to be commended for their comprehensive approach to ongoing improvement. The clarity of the work undertaken in maths is exemplary and is clearly embedded across the site. The voice of Anangu educators in planning and teaching is highly respected and valued. All staff work assiduously to ensure that students at Fregon Anangu school are provided with every possible opportunity to succeed. Consistency in leadership has been a significant factor in the school's continual improvement journey.

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

- Direction 1** **Develop and embed a whole-school approach to the explicit teaching of vocabulary as an integral component of effective reading instruction.**
- Direction 2** **To provide planned access for staff to undertake relevant professional learning in literacy and to embed opportunities for all students to be active participants in their learning.**
- Direction 3** **Work with community to develop shared understandings and practices in relation to the teaching of Anangu culture and language at Fregon School.**

Based on the school's current performance, Fregon Anangu School will be externally reviewed again in 2023.



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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 Fregon Anangu School from 2016- 2019.

Reading

In the early years, reading progress is monitored against Running Records. The running records result is 5% of year 1 and 0% of year 2 students demonstrated the expected achievement against the SEA.

Between 2016 and 2019, the reading results, as measured by NAPLAN, indicate that 0% of year 3, 0% of year 5, 0% of year 7 and 0% of year 9 students demonstrated the expected achievement against the SEA.

0% of year 3, 0% of year 5, 0% of year 7 and 0% of year 9 students achieved in the top 2 NAPLAN reading bands.

Numeracy

Between 2016 and 2019, the numeracy results, as measured by NAPLAN, indicate that 0% of year 3, 0% of year 5, 0% of year 7 and 0% of year 9 students demonstrated the expected achievement against the SEA.

0% of year 3, 0% of year 5, 0% of year 7 and 0% of year 9 students achieved in the top 2 NAPLAN numeracy bands.

SACE

Between 2016 and 2019, no students enrolled in a SACE subject.