

# Department for Education External School Review

Partnerships, Schools and Preschools division

## Report for Kalangadoo Primary School

Conducted in October 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 Sue Mittiga, Review Officer of the department's Review, Improvement and Accountability directorate and Joyce Dinan, 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

Kalangadoo Primary School caters for students from reception to year 7. It is situated 421kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 26. Enrolment at the time of the previous review was 22. The local partnership is South East Coast and Vines.

The school has a 2020 ICSEA score of 913 and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes no Aboriginal students, 8% students with disabilities, no students with English as an additional language or dialect (EALD) background, less than 5% children/young people in care and 50% of students eligible for School Card assistance.

The school leadership team consists of a Principal in their 1st year of tenure.

There are 4 part time teachers including 2 in the early years of their career and 1 Step 9 Teacher.

### The previous ESR or OTE directions were:

- Direction 1** Maximise student engagement and potential achievement through collective inquiry into, and implementation of, teaching strategies that enthuse students and inspire active participation in purposeful learning.
- Direction 2** Develop and implement whole-school approaches to literacy and numeracy and connect and collaborate with other sites to provide ongoing learning opportunities.

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

Direction 1. Staff have engaged with learning design processes to effectively plan for teaching and learning. Formative assessment is used to inform the next steps in teacher practice. Effective evidence-based intervention programs have been implemented that show improvement in student learning outcomes. Staff have engaged with professional development opportunities to improve their practice.

Direction 2. Individual student data shows growth and improvement. It is tracked, monitored, and analysed to inform practice. and literacy and numeracy progressions are used to track and individualise learning for students. Agreements have been developed and literacy blocks implemented which include phonological awareness and guided reading. Individual student learning goals are an embedded practice. An early year's professional learning community (PLC) across three sites has been established with a focus on writing.

## Lines of inquiry

### Effective school improvement planning

How effectively does the school use improvement planning processes to raise student achievement?

Quality improvement planning improves teaching practice and strengthens its impact on student learning. The newly appointed Principal has worked collaboratively with staff to drive the improvement agenda and lead learning within a short timeframe. The school improvement plan (SIP) is collectively owned, implemented and reviewed by staff. Staff are data literate. Individual student data is tracked and monitored to inform planning and practice.

There is comprehensive documentation of the school's SIP review processes that provide evidence of implementation strategies, impact of change and the next steps, for each goal. Teachers understand the challenges of practice, commenting that they 'know where to go and what to improve on'. They identified that the next step is to review the impact and evidence of changes to classroom practice against the success criteria. This will further strengthen the line of sight from the SIP to classroom practice.

Staff are committed to improvement. Performance development goals and professional development are aligned to the SIP goals and actions. Evidence-based programs in literacy and numeracy are investigated, trialled, and implemented in classrooms. These are positively impacting on student learning outcomes in junior primary.

Staff are participating in a small school network with partnership schools to increase professional development opportunities and to build the capacity of staff to plan and work collaboratively to support improved achievement in writing and numeracy. The early years staff have engaged with some school-based PLC work in reading however the high staff turnover has made this difficult. Whilst all teachers have participated in some professional conversations regarding the impact of their teaching on student learning there is an opportunity to embed school cyclic PLC processes that are data informed with an explicit focus. Continuing to build staff efficacy and capacity to critically reflect on their teaching and learning practices will further drive the improvement across the school.

**Direction 1      Build staff capacity to improve their practice and monitor the impact through embedding cyclic PLC processes.**

## Conditions for effective student learning

To what extent does the school provide conditions for effective learning?

Optimal learning environments ensure that each student is valued and cared for whilst ensuring high expectations, stretch and challenge to maximise achievement. Staff are committed to promoting a culture of learning that includes well-being for learning and high expectations for all. The Principal has modelled and embedded unconditional positive regard for both staff and students that has definitely influenced an improvement culture across the school.

Most staff have a shared responsibility and commitment to the ongoing improvement of teaching and learning and are working collaboratively to plan and develop learning that values every child and caters for individual needs and skill levels. Implementing and embedding individual student learning goals in mathematics, reading and writing is an effective strategy being used by teachers to achieve this. Student goals are embedded, purposeful and differentiated. They provide challenge and are aligned to curriculum achievement standards and learning progressions. Intentional dedicated timeslots are provided for students to practice goals. Students could describe their goals and one student stated, 'if I didn't have the goal how would I know what to achieve next?' They said the goals motivated them and made them want to achieve more.

Learning that is referenced against the Australian Curriculum, achievement standards and learning progressions is being planned and implemented. Many effective evidence-based pedagogical practices including learning intentions and success criteria, success ladders, bump it up walls and group conferencing have been implemented. There is an opportunity to build on these to grow the capacity for all staff to embed and consolidate best practice across the school.

There are examples of differentiated practices across multi-level classes including intervention programs and tasks with multiple entry and exit points. There is however an opportunity to ensure stretch and challenge for all students including high band students, through inquiry-based learning that empowers risk taking, builds meta language and engages students in their learning.

**Direction 2 Provide stretch and challenge for all students through rich learning tasks that incorporate meta-cognitive strategies.**

# Outcomes of the External School Review 2021

Kalangadoo primary school is a small rural school with a welcoming, caring, and positive school culture underpinned by wellbeing for learning. The school has a strong culture of improvement. Leadership and staff are committed to improving their practice, engaging in professional development, and implementing evidence-based practices consistently and coherently across the school to enhance student learning outcomes.

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

**Direction 1**     **Build staff capacity to improve their practice and monitor the impact through embedding cyclic PLC processes.**

**Direction 2**     **Provide stretch and challenge for all students through rich learning tasks that incorporate meta-cognitive strategies.**

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



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Kalangadoo Primary School

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Governing Council Chairperson

# 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 Kalangadoo Primary School from 2017-2021.

Further information concerning school performance is available in the school's annual report.

### Reading

In the early years reading progress is monitored against Running Records. From 2017 to 2020, 31% of year 1 and 40% of year 2 students demonstrated the expected achievement against the SEA.

From 2017 to 2021, the reading results as measured by NAPLAN, indicate that 70% of year 3 students, 54% of year 5 students, and 50% of year 7 students demonstrated the expected achievement against the SEA.

From 2017 to 2021, 30% of year 3, 7% of year 5, and 12% of year 7 achieved in the top 2 NAPLAN reading bands.

### Numeracy

From 2017 to 2021, the reading results as measured by NAPLAN, indicate that 50% of year 3 students, 38% of year 5 students, and 75% of year 7 students demonstrated the expected achievement against the SEA.

From 2017 to 2021, 0% of year 3, 0% of year 5, and 20% of year 7 students achieved in the top 2 NAPLAN numeracy bands.