

Department for Education External School Review

Partnerships, Schools and Preschools division

Report for Kangaroo Island Community Education

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 Debbie Grzeczowski, Review Officer of the department's Review, Improvement and Accountability directorate and Ray Marino, Fiona Voigt and Michele Smith, Review Principals.

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 Island Community Education (KICE) caters for students from reception to year 12. It is situated 120kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 654. Enrolment at the time of the previous review was 628. The local partnership is Kangaroo Island.

The school has a 2020 ICSEA score of 1008 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 5% Aboriginal students, 6% students with disabilities, less than 5% students with English as an additional language or dialect (EALD) background, less than 6 children/young people in care and 20% of students eligible for School Card assistance.

The school leadership team consists of a:

- Principal 1 year acting tenure
- Head of Kingscote Campus & KICE Senior Years
- Head of Parndana Campus & KICE Middle Years
- Head of Penneshaw Campus & KICE Early Years
- KICE Business Manager

There are 78 Teachers including 7 in the early years of their career and 18 Step 9 Teachers.

The previous ESR or OTE directions were:

- Direction 1** Embed a whole site approach to intellectual stretch, challenge and rigour into daily classroom teaching and learning by building on the capacity of staff in the design of consistent teaching practices that strengthens student agency and influence in their learning from Reception to Year 12.
- Direction 2** Increase the effectiveness of the school for learners through whole school agreed assessment processes, enabling collaborative and consistent use of moderated student performance data against standards to inform learning design.
- Direction 3** Deepen the application of whole school planning to include qualitative data and evidenced based feedback to develop explicit target setting and intentional teaching.

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

Teachers reported that after the previous External School Review staff collectively agreed on assessment processes and began a strong focus on learning design. Professional learning communities (PLCs) were formed both at campus and KICE level. Data collection schedules were constructed, and teachers analysed data to determine waves of intervention. The bushfires, COVID and numerous leadership changes all impacted on the progression of this work. Whilst there are pockets of effective teacher practice across all levels of learning there is not a coherent, consistent approach across KICE. Teachers and leaders agree that previous directions are still relevant to current school improvement.

Lines of inquiry

Effective school improvement planning

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

The school improvement plan (SIP) has an extremely narrow focus on reading comprehension which is known by staff. Some teachers report that wellbeing and numeracy are current additional priorities which has resulted in staff not seeing the plan as the key driver for their practice. Most staff require clarity between the difference of monitoring and review of the SIP, and whilst they could list their actions, they struggled to articulate the impact of these on their practice and student learning outcomes.

Most teachers collect and look at data for their own class and seek individual campus data over whole-school reporting. Providing opportunities for teachers to monitor and analyse data from all year groups across KICE will increase collaboration, assist staff to identify trends and patterns, and build whole-school collective ownership of students. Providing robust self-review processes, which enable all staff to participate, will further connect staff to the SIP.

Professional learning communities were established with the intent of staff undertaking collective research to refine and improve their practice. Currently only a few PLCs are operating effectively with many no longer meeting on a regular basis. The intent of PLCs was to connect teachers across the 3 campuses; the majority that are still functioning, operate at single campus level. There is opportunity to refocus and refresh PLCs and ensure communication is clear, succinct and consistent. Clarity of communication will deepen understanding of the purpose of PLCs. Strengthening processes and structures, which enable staff to connect and engage with the SIP, will provide a collective responsibility to deliver the improvement agenda.

Whilst PLCs are a vehicle to drive the improvement agenda it is essential that leaders ensure they, and all staff, have a clear understanding of the 5-step improvement cycle. Having an explicit understanding of each step will optimise their challenge of practice, targets, goals, actions, and success criteria to drive improvement. Clarity around monitoring and review of the SIP will ensure regular check-ins occur with adjustment of practice where necessary. The Department for Education's improvement planning handbook will be a valuable resource in progressing this work.

Direction 1 **Build consistent staff understanding, ownership and accountability to the SIP by introducing clear structures and timely processes which drive, connect and support the 5-step improvement cycle.**

Effective teaching and student learning

How effectively are teachers supporting students to improve their learning?

Staff use their strong relationship with students to 'hook them' into learning and offer a variety of group, paired and individual tasks to support learning. Some teachers provide a mixture of verbal and written feedback, which enables students to progress their learning, whilst they are doing their work. Learning intentions are used in most classes and students talked of knowing what they were expected to learn as Australian Curriculum content statements were provided. Some teachers provided rubrics which enabled students to see where they needed to improve but this was not consistent practice. A renewed focus on formative feedback will further support student learning.

The physical separation of KICE and current culture means that campuses largely operate independently of each other, resulting in a disjointed approach across the school. Opportunity exists to develop consistent whole-school, age-appropriate approaches which support students as they progress through the year groups.

Teachers talked a lot about programs, whereas the focus needs to be on quality pedagogy as this will create sustainable change. The school has some highly effective practitioners, which provide opportunity for leaders to identify high-impact quality practice and allow these to be shared across the school to build capacity in others, refine practice and build a consistent pedagogical approach.

Staff track data to identify students, but there is variance in how it is used to inform differentiated student learning. Students talked of teachers providing pre-tests but then giving all students the same work. Students are motivated to learn, with some of them asking to be challenged and given harder work to provide stretch. Teachers and leaders identified differentiation, with stretch and challenge for all students, as an area for further development. Providing increased opportunities to refocus on learning design and outcomes will assist in improving and providing stretch and challenge for all students as routine practice.

Direction 2 Develop and implement consistent quality, high impact teaching strategies to provide stretch and challenge for all students.

Effective leadership

How well does leadership facilitate the development of coherent high quality curriculum planning and effective teaching?

The new leadership team is cohesive and supportive of each other and all show commitment to community and students. The recent natural disasters shifted the historical focus from learning onto wellbeing. Leaders now have opportunity to strategically align and embed a wellbeing for learning approach across KICE.

Professional development plans (PDPs) are aligned to the SIP and observation processes are in place, with some teachers preferring peer observations. Most teachers were positive in their descriptions of established performance development processes, whilst some teachers report not having an observation or explicit feedback. Many were unclear how observations, PDPs and other meetings supported improving practice, with some commenting that these conversations were not rigorous and evidence-based. A lack of clarity, consistency, and accountability has resulted in pockets of excellent practice not being reflected across the school.

Whole-school agreements around planning and curriculum guide teacher practice but these are not consistently implemented. It is imperative that leaders have line of sight into every classroom, to identify expert teaching, provide a level of accountability and provide formative feedback on the next steps to improve teacher pedagogy. Developing structures and processes that provide continuous performance feedback through coaching and mentoring will further support teacher practice.

Developing instructional leaders who have a clear line of sight from the SIP, PDPs and professional learning to classroom practice will positively impact on student learning outcomes. Leaders who relentlessly support quality teaching and learning through robust evidence-based performance development processes will ensure ongoing improvement and consistency of practice.

As the leadership team are new to their current roles there is opportunity to access professional learning to strengthen and build leadership capacity. Leaders have access to their local education team to provide strategic support. This will assist leaders to provide clarity of direction, define clear roles and responsibilities and establish and embed formative feedback processes to create collective teacher efficacy across KICE.

Direction 3 Document and embed intentional and strategic structures and processes to develop the instructional capacity of all leaders.

Outcomes of the External School Review 2021

Students have a strong sense of pride in their school and value the relationships with adults who support their learning. A strong focus on wellbeing and community flows across the school and students are confident and happy. Parents find staff approachable and both governing council and parents are supportive of the school. The school provides opportunities for secondary options and has a strong regard for inclusivity which is appreciated by parents.

The panel acknowledges the resilience of staff in the aftermath and ongoing impact of the bushfires and their desire to support students, community, and each other.

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

- Direction 1** **Build consistent staff understanding, ownership and accountability to the SIP by introducing clear structures and timely processes which drive, connect and support the 5-step improvement cycle.**
- Direction 2** **Develop and implement consistent quality, high impact teaching strategies to provide stretch and challenge for all students.**
- Direction 3** **Document and embed intentional and strategic structures and processes to develop the instructional capacity of all leaders.**

Based on the school's current performance, Kangaroo Island Community Education will be externally reviewed again in 2024.



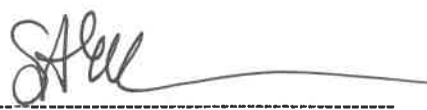
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Peter Philp
Principal
Kangaroo Island Community Education



Governing Council Chairperson
SCOTT ELLSON

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).

Reading

In the early years reading progress is monitored against Running Records. In 2020 45% of year 1 and 66% of year 2 students demonstrated the expected achievement against the SEA. For year 2 this result represents little or no change from the historic baseline average.

In 2021 the reading results as measured by NAPLAN indicate that 89% of year 3 students, 81% of year 5 students, 66% of year 7 students and 69% of year 9 students demonstrated the expected achievement against the SEA. For years 3, 5 and 9 this result represents an improvement from the historic baseline average.

In 2021 53% of year 3, 34% of year 5, 17% of year 7 and 21% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents an improvement from the historic baseline average.

Numeracy

In 2021 the numeracy results as measured by NAPLAN indicate that 89% of year 3 students, 68% of year 5 students, 67% of year 7 students and 77% of year 9 students demonstrated the expected achievement against the SEA.

In 2021 29% of year 3, 23% of year 5, 31% of year 7 and 26% of year 9 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents an improvement from the historic baseline average.

SACE

In terms of SACE completion in 2020 100% of students enrolled in February and 96% of those enrolled in October who had the potential to complete their SACE did go on to successfully achieve SACE. This result for October SACE completion represents little or no change from the historic baseline average.

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

For attempted Stage 2 SACE subjects in 2020 100% of grades achieved were at 'C-' level or higher, 37% of grades were at an 'A' level and 42% of grades were at a 'B' level. This result represents little or no change for the 'C-' level or higher grade, little or no change for the 'A' level grade and little or no change for the 'B' level grade from the historic baseline averages.

Thirty six 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 76% or 19 out of 25 potential students achieved an ATAR or TAFE SA selection score. There were also 2 students who were successful in achieving a merit.

In 2020 the school had a moderation adjustment of -1.2.