

Department for Education

External School Review

Partnerships, Schools and Preschools division

Report for Mannum Community College

Conducted in August 2019



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 ESR framework is referenced throughout all stages of the 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 Greg Graham, Review Officer of the department's Review, Improvement and Accountability directorate and Nathan Taylor, 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:
 - Governing Council representatives
 - Leaders
 - Parent groups
 - School Support Officers (SSOs)
 - Student groups
 - Teachers

School context

Mannum Community College caters for young people from reception to year 12. It is situated 98kms from the Adelaide CBD. The enrolment in 2019 is 375 students. The enrolment at the time of the previous review was 385.7FTE.

The school has an ICSEA score of 941, and is classified as Category 2 on the Department for Education Index of Educational Disadvantage.

The school population includes 7% Aboriginal students, 8% students with disabilities, 2% students with English as an additional language or dialect (EALD) background, 6 children/young people in care and 43% of families eligible for School Card assistance.

The school leadership team consists of a principal in the 3rd year of their tenure. The school has a deputy principal and four senior leaders in junior, middle, senior secondary school and wellbeing.

The previous ESR or OTE directions were:

- Direction 1** Realise the school's vision by strengthening and embedding pedagogical strategies that develop resilience for challenging learning into daily practice while maintaining high expectations.
- Direction 2** Provide a coherent and targeted curriculum for learners and work collaboratively to deepen teacher's understanding and use of the curriculum to design learning intentions for students.
- Direction 3** Maximise the progress of each student by providing alignment between the learning intentions, planning, pedagogies, assessment tasks, criteria and consistent grading.

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

The current principal has been in their position for 3 years and has led the implementation of the previous directions. The panel clearly observed intentional work conducted within Mannum Community College (MCC) to address the three directions of the previous ESR. Through the principals' presentation, it was evident that there has been a logical and sequential process to implement and address these directions. Examples of these actions include:

- Developing 'The Mannum Way' as a Wave Plan for Wellbeing, which includes 'Play is the Way' and Restorative Practices for reception to year 12.
- Establishing a literacy genre schedule and Moderation R-10
- Alignment in planning and correlations to assessments and expectations, and
- A common assessment template and planning proforma for senior school students.

Outcomes of these and other actions include a common language and expectations of persistence and resilience for students.

The review panel recognised that elements of the previous directions are still relevant and acknowledge that the school is continuing to build on what has already been achieved.

Lines of inquiry

EFFECTIVE SCHOOL IMPROVEMENT PLANNING

How well does the school use evidence from student achievement and growth data to inform relevant and high impact goals and targets for improvement?

Teachers understand the purpose of data used with Markit available for staff to collect achievement data. Staff regularly use a data tracking format in literacy and numeracy to record and monitor student progress. Student achievement data is collated and passed on at the end of the year as part of new class structure planning processes. An assessment and reporting schedule is utilised.

The Site Improvement Plan (SIP) is comprehensive with the three goals being improvements in reading, numeracy and SACE achievement levels. These goals are monitored through a rigorous schedule of staff and year level meetings and follows a traffic light process to record the success of implementing associated actions.

Intervention programs such as Mini-lit, LLI and Quicksmart are used to support and track targeted students. Data for intervention is well known by SSOs. Further steps to consider include building teacher capacity to collaboratively and systematically analyse and share intervention data at a whole-school level, and between other teachers and SSOs.

High expectations from teachers are exemplified by setting targets, using assessment criteria and providing 'A' grade exemplars. Students acknowledged these strategies, and agreed that they assist them in their work. The next phase for the school is to consider the use of models of tracking and monitoring student achievement data.

Direction 1 Build teacher capacity in using student achievement data to track and monitor student performance to inform teaching.

EFFECTIVE TEACHING AND STUDENT LEARNING

How effectively are teachers using evidence based pedagogical practices that engage and challenge all learners?

The review panel acknowledges that staff work collaboratively in teacher practice particularly within their teams.

The results of pedagogical survey indicated that approximately 56% of the teachers use the content of the Australian Curriculum at a high level. Some staff inform students explicitly about the Australian Curriculum expectations at their year level.

Formative assessment strategies and processes varied amongst the teachers. Several staff indicated that formative assessment strategies are used to identify prior student knowledge and to form ability groups. Summative assessments were aimed to ascertain achievement. Future priority for the school is to refocus these assessment tools to move from an 'assessment of attainment' to an 'assessment for learning' mindset to inform the learning journey of students.

Differentiated teaching strategies varied amongst the teachers. Several teachers surveyed their classes to understand the success of the lesson using simple 'thumbs up' motions on written feedback. The use of learning intentions and learning goals varied across the school. The next steps for the school to consider is to deepen the understanding and use of learning intentions as part of the planning process.

A coherent professional learning program that focusses on the craft of teaching supported by evidence-based programs would enrich the quality of student learning and strengthen student achievement and retention.

Direction 2 **Build the capacity of staff to design consistent and sustainable teaching practices that is both evidence-based and intentional.**

EFFECTIVE TEACHING AND STUDENT LEARNING

To what extent do teachers ensure that students have authentic influence in their learning?

It was evident to the review panel that the relationship between the students and teachers is very strong at MCC. Students reported that their teachers offer encouragement, advice and guidance.

Teachers create interesting learning opportunities that used ICT and connecting tasks to real world examples. Students indicated that their teachers demonstrate what is expected from them and often give examples of 'A' grade work as a guide. This is complemented with the use of success rubrics in some year levels.

The majority of students understood the A-E grading and cited them as the main source of knowing how well they are going in their learning. Feedback from teachers on student progress ranged from conferencing conversations to annotations in books. Students indicated that achievement progress data was not strongly used as part of the feedback they received. The sharing of assessment growth points and distance travelled with students are next steps for MCC.

The use of learning goals by individual students or class groups varied across the school with the majority focussing on an element of the student's literacy and numeracy along with a personal organisation focus. A stronger understanding on the specificity of learning goals with links to students' mastery of skills and progress are next steps for the school to consider.

Involving students through learner voice and co-design, in their own learning, including pedagogical assessment design and decision-making, would deepen and enrich the quality of student learning and strengthen the potential for higher band achievement and retention.

Direction 3 **Ensure authentic student influence in their learning by strengthening teacher knowledge and action to embed student agency in the learning design, assessment and feedback.**

Outcomes of the External School Review 2019

Parents, students and teachers at Mannum Community College talked about the strong strength of community, diversity and collegiality within and between the sub-schools. It was also recognised by all people with whom the panel spoke with, that the principal and leadership team has influenced the focus of the school's priorities and the continuity of learning.

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

- Direction 1** **Build teacher capacity in using student achievement data to track and monitor student performance to inform teaching.**
- Direction 2** **Build the capacity of staff to design consistent and sustainable teaching practices that is both evidence-based and intentional.**
- Direction 3** **Ensure authentic student influence in their learning by strengthening teacher knowledge and action to embed student agency in the learning design, assessment and feedback.**

Based on the school's current performance, Mannum Community College will be externally reviewed again in 2022.



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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).

Reading

In the early years, reading progress is monitored against Running Records. In 2018, 44% of year 1 and 68% of year 2 students demonstrated the expected achievement against the SEA. For year 1, this result represents little or no change, and for year 2, this represents an improvement from the historic baseline average.

In 2018, the reading results, as measured by NAPLAN, indicate that 56% of year 3 students, 82% of year 5 students, 70% of year 7 students and 56% of year 9 students demonstrated the expected achievement under the SEA. For year 5 this result represents an improvement, for year 7 and year 9 this result represents little or no change, and for year 3, this represents a decline from the historic baseline average.

For 2018, years 5, 7 and 9 NAPLAN reading, the school is achieving within and for year 3, is achieving below the results of similar students across government schools.

In 2018, 4% of year 3, 27% of year 5, 9% of year 7, and 15% of year 9 students achieved in the top 2 NAPLAN reading bands. For year 3, this result represents a decline from the historic baseline average.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in reading, 40%, or 2 out of 5 students from year 3 remain in the upper bands at year 5, 33%, or 2 out of 6 students from year 3 remain in the upper bands at year 7, 38%, or 3 out of 8 students from year 3 remain in the upper bands at year 9, and 50%, or 3 out of 6 students from year 7 remain in the upper bands at year 9.

Numeracy

In 2018, the numeracy results, as measured by NAPLAN, indicate that 70% of year 3 students, 73% of year 5 students, 76% of year 7 students and 56% of year 9 students demonstrated the expected achievement against the SEA. For years 5 and 7, this result represents an improvement, for year 3 this represents little or no change, and for year 9, this results represents a decline from the historic baseline average. Between 2016 and 2018, the trend for year 3 has been downwards from 94% to 70% respectively.

For 2018, year 3, 5, 7 and 9 NAPLAN numeracy, the school is achieving within than the results of similar groups of students across government schools.

In 2018, 30% of year 3, 5% of year 5, 15% of year 7 and 3% 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.

For those students in 2018 who achieved in the top 2 NAPLAN proficiency bands in numeracy, 14%, or 1 out of 7 students from year 3 remain in the upper bands at year 5, 60%, or 3 out of 5 students from year 3 remain in the upper bands at year 7, no students from year 3 remain in the upper bands at year 9 and 50%, or 1 out of 2 students from year 7 remain in the upper bands at year 9.

SACE

In terms of SACE completion in 2018, 95% of students enrolled in February and 100% 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 an improvement from the historic baseline average.

For compulsory SACE Stage 1 and 2 subjects in 2018, 100% of students successfully completed their Stage 1 Personal Learning Plan and Stage 1 literacy units, 94% successfully completed their Stage 1 numeracy units and 97% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2018, 96% of grades achieved were at 'C-' level or higher, 4% of grades were at an 'A' level and 40% of grades were at a 'B' level. This result represents little or no change from the historic baseline averages for the 'C-' or higher, 'A' grade and 'B' grade respectively.

88% of students completed SACE using VET and there were 22 students enrolled in the Flexible Learning Options program in 2018.

In terms of 2018 tertiary entrance, 9 potential students achieved an ATAR and 15 students with a TAFE SA selection score. There were no students who were successful at achieving a merit.

In 2018, the school had a moderation adjustment of 7.3% with a 1 unit change.