PIPALYATJARA ANANGU SCHOOL

Special focus 2010

- Literacy support to target older students with low literacy
- Anangu involvement in the School
- Community support to improve attendance and behaviour management
- Specialist Music, Art and Pitjantjatjara language.

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Annual Report 2010

About Pipalyatjara Anangu School

Pipalyatjara Anangu School student population comes from Pipalyatjara and Kalka communities. They have ties with families in Northern Territory, Western Australia and South Australia.

The main language of instruction is English with Pitjantjatjara language being taught and supported by Anangu Education Workers (AEWs). Programs across the school use English as a Second Language methodologies and aim to provide students with Skills for Self Determination across all learning areas. Raising proficiency in spoken English and literacy levels is supported by a strong Literacy Support Program, including one to one and small group support. Music and Art are taught by specialist teachers.

Anangu Education Workers work alongside classroom teachers and are essential to the improvement of learning outcomes for Anangu students. An Anangu Coordinator works alongside the Principal to assist with the everyday running of the school. The Coordinator helps to liaise with the community and parents as well as support-
Attendance Data

<table>
<thead>
<tr>
<th>Class</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Average 2010</th>
<th>Average 2009</th>
</tr>
</thead>
<tbody>
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<td>CPC</td>
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<td>42%</td>
<td>48%</td>
<td>56%</td>
<td></td>
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</tr>
<tr>
<td>JP</td>
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</tr>
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<td>Primary</td>
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<td>63.1%</td>
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<td>71.4%</td>
<td>74.4%</td>
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</tr>
<tr>
<td>Sec boys</td>
<td>39.9%</td>
<td>30.8%</td>
<td>45%</td>
<td>45%</td>
<td>40.2%</td>
<td>52%</td>
</tr>
<tr>
<td>Sec girls</td>
<td>68.6%</td>
<td>81.5%</td>
<td>67.4%</td>
<td>67.4%</td>
<td>71.2%</td>
<td>69%</td>
</tr>
</tbody>
</table>

**Students:**

- come to school well behind the average in school readiness.
- Do not attend school every day
- Are learning in a foreign language
- Have health and nutrition problems

It has been good to see the improvement in attendance by Secondary girls and middle Primary students. When students do not come to school teachers, AEWs, the Anangu Coordinator and the Principal try to find out where they are. They talk to families and community about the need to send their kids to school. At every Governing Council and Community Meeting attendance is discussed.

Next year we will have a focus on attracting and retaining older students with a more practical based curriculum and pathways to the future focus. We will continue to explore ways to help community members to send their kids to school each day.
NAPLAN Testing

Pipalyatjara and Kalka students do their schooling in a foreign language. They do not hear or speak much English outside school hours and even within school they mostly speak Pitjantjatjara to each other and to AEWs.

They generally begin school with no English or any reading or school readiness.

Early failure leads to low self esteem and lack of belief in their ability to succeed.

Poor health and nutrition and late nights contribute to lack of ability to concentrate.

Their attendance on average is about one year attendance for every two calendar years.

On average, students gain one Band level for every two school years.

This year too few students sat the tests to have published results. However those who sat had similar results to last year with the exception of a year 9 student who was at national average for Spelling and Grammar and Punctuation.

Over the last two years we have been targeting older non literate students. We are making a difference and those students with regular attendance are now reading.

Given these and other factors it is obvious they have the ability to do well. We are continuing to address these factors and continually look for better ways to do so.

Key areas:
Literacy and Numeracy

“Students are on average going up one Band level every two years. This reflects their attendance!”

By addressing literacy in Pitjantjatjara we are improving literacy in English which improves confidence and enjoyment and improves attendance which improves ...
Curriculum

Literacy:
Oral language, reading and writing have been a focus this year. Each day all students read after each break. All adults are encouraged to come and read with the students. Song and story writing have increased students interest and strength in writing.

Numeracy:
More numeracy resources have been purchased this year. Teaching numeracy in the school has a strong emphasis on working with hands on material. Next year we will work on policy development to incorporate the National Curriculum.

Art
The standard of work that Ursula has helped kids produce this year is of such a high level that we aim to turn students’ work into an enterprise project next year to produce cards for sale.

Anangu domain:
The success of teaching Pitjantjatjara language as a subject has resulted in students reading and writing in Pitjantjatjara. This is now beginning to help in reading English. We aim to extend this to younger students next year.

Some bush trips, basket making and links with land management have occurred this year.

More involvement in Anangu culture is needed from community. How we can get that to happen regularly is under review.

Health and Wellbeing:
Classes have incorporated cooking as a way to link, cooking, health, enterprise, literacy and numeracy. Thanks to the Red Cross we have a very effective Breakfast Program to ensure students are not hungry when starting school.

Science:
The museum outreach at Umuwa was a great success. Some Science topics were, weather, electricity, sound, and life systems.

Music
Every class has music each week. Next year Terry will teach instrumental music to support Cally who takes whole class music and drumming. We had two fortnight Dance workshops which is increasing the students’ range of moves and confidence in performing. Music Outback will be here next year for three one-week workshops. The goal is to extend song writing into production.

ICT
All classrooms have IWBS, computers and sound field systems and teachers use these effectively to support teaching and learning.

“Confidence grows as students overcome their reading difficulties”

Literacy Support Program

The school has made a significant commitment in finances, staff and effort to focus on older non literate students. Running Records testing has shown that most targeted students have improved by at least 2 levels this year.

Working 1:1 and with small groups, has allowed the staff involved to address individuals’ needs and blocks to learning. This has improved these students’ basic literacy skills and most are now at least beginner readers. The focus was on: phonemic awareness, blending sounds and learning high frequency words. In class support was provided for students using Jolly Phonics and Lexia software programs.

Reading program: All students read and or are read to at least twice a day in sessions that any adult in the school is encouraged to support.

Lexia and other individual computer programs have resulted in students gaining in enjoyment and confidence in reading. Noticeable is the total engagement with morning routines involving literacy (and Lexia) activities. Students seemed happier and more ‘connected to learning’ generally, and spent far greater time on task.

Standardised reading tests show improvements of about 1 month for each cumulative hour of Lexia use (used in conjunction with classroom literacy/reading activities and individual teacher support).

No one thing can be credited with the improvement. It is a combination of high level of individual support, identifying what each student needs and monitoring so that support is given as it is needed.

For many of the students involved who have attended regularly there has been a huge shift in their confidence in their ability to learn in the classroom. Most students given extra support are attending school more regularly.
Anangu Leadership and Decision Making

Anangu involvement in the school is vital to the ongoing support and communication between school and community. Governing council meetings occur regularly and these also help to enhance two-way communication.

Anangu are taking an active role in leadership, teaching and decision making in the school.

AEWs are now capable of running classes and have an active teaching role in daily lessons. Some AEWs have taken on a particular curriculum area. With Ursula’s support Laura is planning and teaching Pitjantjatjara. Other AEWs are working in the areas of Keeping Safe, Anangu Culture, Health and in the CPC.

Most AEWs attend training through AnTEP as well as completing whole of staff Professional Development and accompany the classroom teacher to Band level meetings.

AEWs are involved in the daily running of the school and support in many ways such as: breakfast program, yard duties, teaching in the classroom, supporting at the pool/sport, advising on cultural and family issues, assisting in policy and planning decisions, interpreting, and in liaising between teachers/school/students/families and other community members.

Secondary Education

The secondary girls’ class this year had seven girls, Renee, Renelle, Bronwyn, Megan, Sheila, and Verna spend varying amounts of time at Wiltja boarding while they extended their learning at Woodville High School. We are proud of their achievements.

Other highlights included an exchange visit with St Aloysius College in Adelaide. The girls showed their talents in painting to several classes and presented SAC with some of their amazing art.

We had visits from St Aloysius College and St Johns College at Belair. Both schools will visit in 2011 and Pip will return the visit. The Umuwa Roadshow provided a great range of learning about life in Egypt, digging for fossils, flying bats, and scuba diving. Recycling has been an area the Secondary boys have been in charge of this year and done a great job counting and packing. KESAB visited a number of times to help with cleanup of the communities. Many older students have helped in CPC when needed.

We are planning on a focus on enterprise and work readiness for all secondary students next year.

We are looking at increasing involvement in music, construction, horticulture, Land Management, Art and Technology. Some of these will be done in partnership with other organisations.

Anangu Education Workers’ Support

This year has been an eventful year for AEWs. At times there have been two or three in each class and at others none in the school. Governing council has said all AEWs must be back at work at the beginning of term to have a job that term.

All AEWs have grown in their ability to contribute to students learning. Pitjantjatjara is doing well and support in all other areas is strong.

Workshops this year included:
- Teaching languages with Barbara
- Looking at Science with Tom was a lot of fun doing science experiments.
- Some AEWs joined Watarru staff for a Maths hands on workshop
- We have also attended workshops on how to teach the Pitjantjatjara language with Sandra Ken.

Next year AEWs will use Lexia and Mathletics for individual learning. We will continue the workshops in teaching Pitjantjatjara, student wellbeing, Maths and increasing skills with the Interactive Whiteboard.
From the Leadership Team

This year saw more of the buildings completed. The BER building, although we are still waiting on networking, is now the Music Room producing fantastic music and providing a space for meetings and assemblies. The covered playground is well used every day of the year. We are pleased to have Phil’s help with the grounds and the school is looking great.

Community and staff have been working toward getting their kids to school and attendance has improved at some levels. Students who came to school every day have improved in their reading, and skills in all areas of the curriculum. Community and staff will work together to get the rest of the students who are in community to school and to stay all day.

The special support group for students to have extra help with their literacy has made a big difference for those students who came to school every day. These students grow in self confidence and ability and willingness to participate in the whole class setting.

Homework was privilege this year for some Primary students and it was great to hear the stories of families sitting around at night reading and helping with homework.

And some of next year’s priorities… more Maths resources, more readers and library books, the school/community garden, attendance, retention and student wellbeing, literacy recovery, enterprise and work readiness.

Kathy Smerdon and Fayeanne Jones
Principal and Anangu Coordinator

The staff story

55% of staff stayed from 2009
66% will return in 2010

Teacher Qualifications

- Diploma Anangu Education 1
- Diploma of Teaching 2
- Bachelor of Education 2
- Bachelor + Graduate Diploma 3
- Masters in Education 1

AEW Qualifications

- Working on AnTEP Stage 1 1
- Working on AnTEP Stage 2 2
- Working on AnTEP Stage 3 1