About Pipalyatjara Anangu School

Pipalyatjara Anangu School student’s kinship ties cover three groups within Northern Territory, Western Australia and South Australia. These are the Pitjantjatjara, Ngaatjatjarra, and Yankunytjatjara peoples.

Programs across the school use ESL methodologies and aim to provide students with Skills for Self Determination across all learning areas. The main medium of instruction is English with Pitjantjatjara language being taught and supported by AEWs.

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 supporting student attendance, welfare and learning. The Anangu Teacher Education Program (AnTEP) provides teacher and AEW training for Anangu through UniSA.
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC</td>
<td>56</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>56%</td>
</tr>
<tr>
<td>JP</td>
<td>68</td>
<td>53</td>
<td>66</td>
<td>73</td>
<td>67%</td>
</tr>
<tr>
<td>Primary</td>
<td>68</td>
<td>64</td>
<td>64</td>
<td>75</td>
<td>68%</td>
</tr>
<tr>
<td>Sec boys</td>
<td>60</td>
<td>40</td>
<td>51</td>
<td>57</td>
<td>52%</td>
</tr>
<tr>
<td>Sec girls</td>
<td>55</td>
<td>71</td>
<td>80</td>
<td>71</td>
<td>69%</td>
</tr>
</tbody>
</table>

When students do not come to school, teachers, AEWs, the Anangu Coordinator and the Principal find out where they are. They talk to families and community about the need to send their kids to school. Every Governing Council and Community Meeting attendance is discussed.

Next year we will continue to explore different ways community and school can increase attendance and the value of students time in school.

- **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**

AT THE END OF YEAR 6, IF THE KIDS HAVE NOT COME AT THE AVERAGE RATE, THEY HAVE ONLY DONE THE WORK TO YEAR 3.

BUT IT IS ALSO:
- LACK OF PRACTICE EVERY DAY.
- NOT BEING SUCCESSFUL AT READING EARLY.
- FIGHTING AS STUDENTS SIT BACK INTO THE CLASS.

...SO OFTEN THEY WILL BE EVEN FURTHER BEHIND IN THEIR LEARNING.

AT THE END OF YEAR 12, IF THE BOYS HAVE NOT COME AT THE AVERAGE RATE, THEY HAVE ONLY DONE THE WORK TO YEAR 6.

<table>
<thead>
<tr>
<th>BOYS</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NAPLAN Testing

Pipalyatjara and Kaika students do their schooling in a foreign language. They do not hear or speak 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.

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

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.

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

This year some students have improved their Reading age by 3 years.

Given these and other factors it is obvious they have the ability to do well if we can address these factors.

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

Literacy:
All teachers have been using an integrated approach to Accelerated literacy. We have begun to emphasis Oral Language and this will be a focus next year.

Numeracy:
All staff have used SACSA for planning and Matt Skoss provided training in integrating manipulatives and ICT into Maths. This will be an area for spending next year to build up resources.

Anangu domain:
Some progress was made this year but more involvement in Anangu culture and teaching Pitjantjatjara is needed from community. Each class aimed to have a minimum of 4 Language lessons per week and two Bush trips per term. How we can get that to happen regularly is under review.

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

Health and Wellbeing:
We had some excellent support from Nganampa staff to cover Health lessons this year. Some progress on Keeping Safe Program was made and will be a focus for 2010. Thanks to the Red Cross we have a very effective Breakfast Program to ensure students are not hungry when starting school. Classes have incorporated cooking lunches as a way to link, cooking, health, enterprise literacy and numeracy. Community is interested in running this next year.

Recovery Program

The school has made a significant commitment in finances, staff and effort to focus on older non literate students.

Lexia Individual computer program supported by Gateways has resulted in: Better secondary student attendance – daily overall numbers have increased by 12-14, since 2008. The girls have actively engaged in all school programs Noticeable was 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 than in 2008. Standardised reading tests show improvements of about 1 month for each hour of Lexia use (used in conjunction with classroom literacy/reading activities and individual teacher support). Some girls improved by 3 years in reading age, over the 10 month trial period.

Mathletics: is a computer based individualised numeracy Program. Many students are moving steadily through the levels which provides excellent support for classroom teaching and activities.

Literacy Intervention Program: working 1:1 with some non readers especially the older students who cannot read or in some cases do not know the alphabet, has allowed the staff involved to address individuals needs and blocks to learning. This has improved these student’s basic literacy skills and most are now at least beginner readers.

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.

“We are building self confidence as students overcome their reading difficulties”

“In addition to increased reading literacy those students who have been attending regularly and participating daily in the intervention program are displaying:

- a greater sense of belonging
- increased self-esteem
- increased stamina

They are:
- having a go
- more settled
- contributing to class discussion
- offering suggestions of likely answers
- enjoying learning”
**Anangu Leadership and Decision Making**

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. Each AEW has taken on a particular curriculum area and with support are beginning to plan and teach Pitjantjatjara, 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.

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.

**Secondary Education**

This year we have been able to separate the secondary boys and girls classes so that young men and women are not in the same class.

The girls especially have responded to this and to having Ginny as their teacher by coming much more regularly and over the year have really begun to exhibit successful school behaviours. The year culminated for them in a work readiness visit to Alice Springs.

The boys have had a couple of teachers this year and their attendance has not improved as much as the girls. Hopefully retaining Martins next year we will see a growth in attendance.

There will be 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 are new projects with a variety of partners.

**Anangu Tertiary Education Program (AnTEP)**

This year has been an eventful year at AnTEP.

Congratulations to the following students:
- Rosie Daniels
  - Completed Stage 2
- Fayeane Jones
  - Completed Stage 1
- Laura Kanari
  - Completed Stage 1

Other highlights were:
- The Workshop
- ‘Languages Issues’ where we looked at bilingual education and Language Policies in schools, and the ESL course in Stage 2
- Another significant milestone has been Rosie and Fayeane going to Beachport Primary School to do a 2 week teaching prac.
- We have also attended workshops on how to teach the Pitjantjatjara language with Sandra Ken.

It has been a good year in AnTEP; students worked hard and completed many modules.

Rosie and Fayeane have brought back ideas from teaching at Beachport.
From the Leadership Team

This year has been a year of building. We started the year with empty buildings only half powered and often without water! We have worked around builders living in the school, trucks, holes in the ground, buildings materials and vehicles moving around the school.

All the staff and students worked hard moving furniture and equipment. We have cleared the Community shed so it can be used for the Youth shed and installed a door for community.

Once the furniture came, the teachers and students began to set up their rooms and from there the transformation began. What started as bare walls and empty rooms took on colour and interest to reflect the excellent learning teachers and students have done this year.

Community and staff have been working toward getting their kids to school and attendance has improved. Students are staying in school and working hard. Students who came to school every day have improved in their reading, and skills in all areas of the curriculum.

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. We aim to continue this special support next year.

And some of next year’s priorities… the Landscaping, Maths Resources, more Readers and library books, the playground and fence, the school/community garden, attendance, retention and student well-being, literacy recovery, enterprise and work readiness.

Kathy Smerdon and Fayeanne Jones
Principal Anangu Coordinator

The staff story

44% of staff stayed from 2008
55% will return in 2010

**Teacher Qualifications**
- Diploma Anangu Education 1
- Diploma of Teaching 1
- Bachelor of Education 2
- Bachelor + Graduate Diploma 6
- Masters in Education 2

**AEW Qualifications**
- Working on AnTEP Stage 1 1
- Working on AnTEP Stage 2 2
- Working on AnTEP Stage 3 1

Every classroom was transformed with new furniture, notice boards, computers, IWBs, and teaching resources.

The roof over the court went up. The whole community uses it.

The buildings were completed, artwork installed, pathways built, some fencing and defects mostly fixed.

Working side by side

Governing council

Annual Report 2009

PIPALYATJARA ANANGU SCHOOL

PMB 75
Alice Springs NT 0872
Phone: 08 8956 7560
Fax: 08 8956 7504
E-mail:
info@pipalyatjara.sa.edu.au

Working side by side

Every classroom was transformed with new furniture, notice boards, computers, IWBs, and teaching resources.

The roof over the court went up. The whole community uses it.

The buildings were completed, artwork installed, pathways built, some fencing and defects mostly fixed.

Working side by side

Governing council

Annual Report 2009

PIPALYATJARA ANANGU SCHOOL

PMB 75
Alice Springs NT 0872
Phone: 08 8956 7560
Fax: 08 8956 7504
E-mail:
info@pipalyatjara.sa.edu.au

Working side by side

Governing council

Annual Report 2009

PIPALYATJARA ANANGU SCHOOL

PMB 75
Alice Springs NT 0872
Phone: 08 8956 7560
Fax: 08 8956 7504
E-mail:
info@pipalyatjara.sa.edu.au

Working side by side

Governing council

Annual Report 2009

PIPALYATJARA ANANGU SCHOOL

PMB 75
Alice Springs NT 0872
Phone: 08 8956 7560
Fax: 08 8956 7504
E-mail:
info@pipalyatjara.sa.edu.au

Working side by side

Governing council

Annual Report 2009