SCHOOL CONTEXT STATEMENT

School Name: PIPALYATJARA ANANGU SCHOOL
School Number: 1526

1. General Information

Part A

Schoolname : PIPALYATJARA ANANGU SCHOOL
School No. : 1526	Courier: R45/8
Principal : Kathy Smerdon
Postal Address : PMB 75, via Alice Springs NT 0872
Location Address : Pipalyatjara 5750
District : Aboriginal Lands
Distance from GPO : 1700kms
CPC attached : YES

February FTE Enrolment

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TOTAL: 63 62 38 43.0

July total FTE Enrolment: 63 62 43.0

Male FTE: 30.0 34.0 17.0
Female FTE: 33.0 28.0 19.0

School Card Approvals (Persons): 38
NESB Total (Persons): 38
Aboriginal FTE Enrolment: 63.0 62.0 38.0

Part B

- Principal
  Mrs Kathy Smerdon

- School E-mail Address
  principal@pipalyatjara.sa.edu.au
• **Staffing numbers 2010**  
 8 teaching staff incl. Principal, Anangu Coordinator, 9 Anangu Education Workers (AEWs) (30hrs week), 1 Bursar SSO3, 1 Grounds person 15hrs/wk,

• **Enrolment trends 2010**  
There is a stable enrolment of around 50 students at Pipalyatjara with the biggest numbers in the middle years.  
The school has a focus on a Literacy support Program and re engaging secondary students.

• **Year of opening**  
The school was opened in 1967 as a one teacher school.

• **Public transport access**  
Mail Plane - Chart Air to and from Alice Springs on Fridays. Ring 8952 6666 for bookings and flight information. Bookings are essential.

2. **Students (and their welfare)**

• **General characteristics**  
The majority of students at Pipalyatjara are Anangu and their first language is Pitjantjatjara or Yankunytjatjara as this is usually the language spoken at home. The students are only introduced to English when they start school.

  A significant factor for Anangu Communities and Schools is the transient nature of the population.  The School can have students who attend for periods of days or weeks and then return to their home communities.

  The Anangu people tend to live in family groups within Pipalyatjara Anangu Community or on their Homelands.

• **(Pastoral) Care programs**  
Relationships between the students and their teachers are very important as are the relationships teachers make with families. The Anangu Coordinator and the AEWs in the classrooms play a key role in student welfare and pastoral care within the school. The school has close relationships with both Kalka and Pipalyatjara communities and service providers within those entities.

• **Support offered**  
Class numbers are small. Each room has sound field amplification systems to help with instruction due to hearing issues. As well as the class teacher there is also an AEW allocated to each class to assist both the teacher and student with understanding each other. A team approach is encouraged.

  Pipalyatjara Anangu School receives support from Anangu Education Services. This support includes the Support Services Team, comprising Guidance Officer, Hearing Impairment Coordinator and Speech Pathologist who visit
regularly to assist the Students with their health and well-being; Disability and Wellbeing Manager; Literacy Support and an Early Childhood Coordinator.

There is an Anangu Coordinator and a number of AEWs in the school who are available to share their knowledge with staff concerning the cultural background of student’s and are willing to offer advice concerning student welfare from a cultural perspective.

- **Student management**
  
  AEWs, Anangu coordinator and families play an important part in student behavior management. The student behavior Management policy provides a guide to supporting staff and students in this area. A team approach is taken with the development and implementation of appropriate codes of behavior.

- **Student government**
  
  The intention in 2010 is for all classes have regular meetings and are represented on the Student Representative Council. The SRC aim to meet fortnightly and report to the Governing council and Principal. This student council is driven by Anangu.

- **Special programs**
  
  A Breakfast Program, supported financially by Red Cross, provides cereal and juice for breakfast. The school also provides fruit during the day. These programs have proved to be an essential part of improving student attendance and participation.

  Literacy and Numeracy are the major foci across the school.

  Pipalyatjara Anangu School has developed a whole school approach to literacy. We are an active participant in the Accelerated Literacy Program which encompasses all the schools within the Aboriginal Lands Region. This program is intrinsic to the literacy focus of the school R-12. We have also made a commitment to a Literacy Support Program by funding an extra teacher to work with small groups and individuals to target the lower literate students. This is intended to address those older students who are not reading at age appropriate level. We are also looking closely at making sure students coming through the early years are meeting close to expected growth in literacy.

  Numeracy has been a focus for the school since 2003. The program is based on SACSA Framework. Technology, IWB’s and individual software, is used to support the work we do in all areas of the curriculum.

  Pitjantjatjara Language, Art and Music are three areas of focus for 2010.

  Pipalyatjara School is a SAPSASA member and participates as part of the Aboriginal Lands district in softball and football competitions.
3. Key School Policies

- **Contextual Influences**

  Pipalyatjara is an Anangu community on the Pitjantjatjara Lands. The Anangu Pitjantjatjara Yankunytjatjara Lands are held on freehold title under the terms of the Anangu Pitjantjatjara Yankunytjatjara Land Rights Act. People not covered under the terms of this act require permits to enter and work on the APY Lands. Issue of these permits to DECS employees is negotiated between Anangu Education Service and APY Lands.

  Pipalyatjara School is situated in a broad valley in the Tomkinson Ranges, in the North West corner of South Australia, about 20km from the WA border and 20km from the NT border. It is approximately 1700kms from Adelaide. Entry via road from Adelaide is usually made near Indulkana, which is approx. 1200kms from Adelaide. Pipalyatjara is a further 480kms west. Entry from Alice Springs is via Lassiter Highway, turn off at Mt Connor and then past Amata and Murtutja. Yulara is 4 hours away by a back track. All roads on the APY Lands are unsealed and vary in their condition.

  Kinship ties cover three main groups within Northern Territory, Western Australia and South Australia. These are the Pitjantjatjara, Ngaatjatjarra, and Yankunytjatjara peoples. Many people have ownership status to specific areas of land in the region around Pipalyatjara and Kalka.

  The school was opened in 1967 as a one teacher school. Today Pipalyatjara Anangu School caters for about 55 students from CPC to year 12 and employs up to 20 staff.

  Programs across the school utilize ESL methodologies and seek to provide students with Skills for Self Determination across all learning areas. The main medium of instruction is English with Pitjantjatjara language being taught by AEWs. Some students at secondary level are selected to attend Wiltja, a secondary program for Anangu students attached to Woodville High School in Adelaide; others go to Yirarra in Alice Springs.

  Anangu Education Workers work alongside classroom teachers to support learning and behaviour management. The AEWs are essential to the improvement of learning outcomes for Anangu students. An Anangu Coordinator works alongside the Principal to assist the function of the school with particular reference to liaising with the community and parents as well as supporting student attendance and learning. The Anangu Teacher Education Program (AnTEP) provides teacher and AEW training for Anangu through UniSA.

  Our school is part of the Aboriginal lands District and works under joint management of DECS and the Pitjantjatjara Yankunytjatjara Education Committee (PYEC). PYEC was granted policy control of schools in 1987 followed by operational control in 1990. Strategic priorities are developed between PYEC and District Principals. Schools determine their local priorities from within these frameworks. The Director of PYEC works in close cooperation with the Coordinating Principal and Lands District Director.
• **Priorities for 2010**

  • Improve Anangu involvement in school processes and planning.
  
  • Support interagency programs to help community adults take an active role with the school to improve student attendance and behaviour management.
  
  • Collect & analyze appropriate data to develop strategies leading to improved learning outcomes for students. Make decisions on the best forms of data to collect which can inform teachers programming and practice and support Individual learning.
  
  • Build eLearning capabilities and pedagogies.

**Literacy**
Focus Areas
- continued development of the school’s Literacy policy
- continue to support Accelerated Literacy across all year levels.
- oral language development within Literacy.

**Numeracy**
Focus Areas
- support numeracy development through appropriate T&D
- develop a continuum for numeracy across the school in line with SACSA framework.
- staff focus on the use of manipulatives, Maths 300, and IWB and computer software to support teaching and learning.

**Information Technology**
Focus Areas
- Develop expertise for teachers and AEWs in managing ICT resources to maximise teaching and learning opportunities for staff and students
- Build up the quality of hardware and methodologies in the school.
- Build e-learning capabilities and opportunities

**Secondary Class**
Focus Areas
- Promote secondary education at Pipalyatjara School with a particular emphasis on re-engaging the young men and women.

4. **Curriculum**

  • **Subject offerings**
    We deliver all Areas of Study using the SACSA Frameworks; English, Maths, Society & the Environment, Health & PE, LOTE, The Arts, Science and Technology with the major foci on Literacy, Numeracy, and Anangu domain.
  
  • **Special curriculum features**
AEWs have responsibility for Anangu Domain areas of curriculum: Pitjantjatjara language, Anangu Culture, and the Keeping Safe curriculum. They are supported by the AnTEP tutor and other staff. In 2010 we have specialist Art and music teachers delivering their specialist areas across all classes. The Literacy support teacher takes small groups and individuals and supports classroom teachers for students identified with low literacy skills.

- **Teaching methodology**
  Almost all students speak English as a foreign language. Therefore, ESL methodology is practiced in all curriculum areas. Teachers work in teaching teams with AEWs. All classrooms have a Promethean Interactive white board using ACTIVPrimary and at least 5 computers. ICT methodology is used when it facilitates teaching and learning.

- **Assessment procedures and reporting**
  Data is collected to inform parents, staff and DECS requirements. This includes the ESL scales, attendance, student work samples and baseline data in literacy and numeracy.

  Formal reporting to parents is twice a year with parents invited into the school to view students’ work and to discuss progress data with teachers and AEWs. Each term there is an open school time for parents to take part in mini lessons that model current class activities. Student Portfolios are kept to promote student pride in their work and to give a focus for discussion with family.

- **Joint programs**
  Pipalyatjara contributes funds centrally to AESEO at Ernabella which coordinates whole of Lands initiatives.
  Music within the curriculum is being assisted by the TAFE Music Lecturer on the Lands in a unique situation.

- **Sporting Activities**
  Basketball, football and softball are the most widely played sports. The school liaises with cross state schools regarding specific sports activities and a Lands Schools Sports day and cultural night is held at Ernabella once a year.

  Pipalyatjara has a Pool which is open from September to April. Students swim daily during the season and a Western Hub Swimming Carnival is held in Terms 1 and 4.

- **Other Co-Curricular Activities**
  We have regular bush trips and camps where students are taught about local bush foods, crafts and land management by community members and staff. This is part of a school wide focus on Anangu Domain and Land Management.

5. **Staff (and their welfare)**

- **Staff profile**
The majority of teaching staff are often new graduates employed either on contract or by accepting an offer of permanency. In 2010 the majority of staff members are experienced teachers. The average tenure for non-Anangu staff is 2-3 years.

- **Leadership structure**
  In 2010: Principal and Anangu Coordinator, curriculum leadership roles are shared among all staff.

- **Staff support systems**
  Support for the Principal comes from the Coordinating Principal based in Ernabella. Curriculum / induction support is provided from AES Ernabella and AES Adelaide staff. Staff T&D is provided through the school, Western Hub staff and by visiting specialists. Network Bands meet regularly. A 3 day conference at the end of term 2 biannually provides off site T&D for all staff. Personnel counseling is available from the department counselor, who visits the Lands twice a year on a normal basis but is immediately available for support in emergency situations. Principals and deputies are eligible for a 4 week induction program and 1 term T&D leave after 3 years of continuous service.

- **Performance Management**
  The Principal provides oral and written feedback to all staff on a regular basis. Teachers develop their own personal development plans in line with school strategic directions.

- **Staff utilization policies**
  Determined through staff consultation and PAC. SSO support depends on need and availability.

- **Access to special staff**
  Support staff are based at Anangu Education Services (AES) Ernabella provide services in the following areas: Anangu teacher support, ICT district Officer, Literacy Project Officer, and the Bursar and Anangu SSO trainer. AES Adelaide support includes an Early Years coordinator and the Special Services Team who visit the Lands once a term giving access to Guidance and special education staff.

6. **Incentives, support and award conditions for Staff**

   **Locality allowances/Country Incentive**
   Locality Allowances are paid to all teachers who teach more than 0.4 time, as per the Commissioners Standards Guidelines 3.2. Additional amounts are available for spouse and children.

   A Zone 5 Country Incentive is paid to staff.

   There is also a Special Zone Tax B Rebate available.

   **Shorter terms**
   Due to the distance of the School from Adelaide the staff are allowed two travel days at the beginning and end of each school term.
Housing assistance

Housing is comfortable, air-conditioned and fully furnished. DECS subsides rent, gas, electricity and water. DECS also subsidizes storage costs incurred whilst employed at Pipalyatjara Anangu School.

Cooling for school buildings

All classrooms and offices in the school are air-conditioned.

Designated Schools Benefits

With the approval of the District Director, teachers may receive a terms paid study leave, after a minimum of two years service, with one year being a permanent placement.

Medical Expenses

Hepatitis B immunizations are available upon request and free of charge.

Medical and Dental treatment – emergency treatment is supplied by the Ernabella Clinic (a doctor is based in Ernabella). All other treatment can be accessed through the Non-Metropolitan Award.

Relocation Assistance

DECS pays for removals to and from the appointment.

Principal’s Telephone Costs

DECS pays for line rental on principal’s home telephones. The call costs are charged back to the School and any personal calls are to be then reimbursed by the Principal to the School. (Not currently paid by DECS or the school.)

7. School Facilities

- Buildings and grounds

The school was rebuilt in 2008 and finishing and furnishing of the buildings is nearly complete. Most buildings are arranged around a central courtyard with trees which provide some shade. The buildings include a Resource Centre which is a solid stone structure, a main classroom block with three classrooms, an administration block, student and staff toilet blocks, double classroom, canteen which is used for home Economics, Multimedia centre and a CPC building with laundry, preschool student toilets, disabled bathroom and kitchen. A tree planting and landscaping program is included in the 2010 budget. There is a covered paved basketball court, new playground and the community ovals a short distance away is available for other activities.

Pipalyatjara Anangu School has access to a Community Swimming Pool facility comprising of 25m swimming pool. The pool can be accessed by staff before school through negotiation with the Pool Manager. The Community has access to the swimming pool after school hours and on weekends. The Pool, with its green grass and crystal clear water is a great asset.
• Cooling
  All school buildings and classroom either have reverse cycle air conditioning or evaporative cooling.

• Specialist facilities
  Soundfield systems are fitted in all classrooms.

• Student facilities
  There is a refrigerator and microwave in some classrooms for student lunches and drinks. All students go to the community store to purchase food.

• Staff facilities
  Staff room with kitchen and another small area with computer access and printer. Teachers have a laptop to use with their IWBs.

• Access for students and staff with disabilities
  Ramps are in place in the most buildings, disabled toilets are available.

• Access to bus transport
  A School Bus service is provided for Kalka students. The school has two troop carriers for alternative transport and bush trips.

• Other
  To support curriculum and student learning the school runs a Windows Server 2003 network with at least 5 computers in each classroom and a laptop for each teacher. The school has reasonable internet access.

8. School Operations

• Decision making structures
  Over a number of years, there has been a steadily developing trend for Anangu to seek greater control over decisions on school issues and policy/curriculum directions. In line with requests from Anangu and with the DECS policy on community involvement in schools, this movement was formalised in an agreement between Anangu Education Services (AES), the Minister for Education, The Pitjantjatjara Yankunytjatjara Education Committee (PYEC) and the communities that PYEC represents. Each Anangu school community has representatives who serve on the PYEC. It meets regularly with the Aboriginal Lands District Director, Coordinating Principal and Principals to make determinations related to policy and curriculum matters associated with education across the APY Lands.

  All Schools on the APY Lands are locally managed. School Staff and Governing Council participation is strongly encouraged, within a democratic environment, as the major decision making bodies. Other School based Committees involving staff and community members include Finance, OHS&W,
and Personal Advisory Committee. Community Council and Community Members are encouraged to participate as appropriate. School/Community meetings are held to resolve major issues and/or gain community input/support. A Community interagency meeting is held on the first Monday of each month.

- **Regular publications**
  Regular use of posters throughout the communities to inform community members. Open school days to engage families in class activities. Reports are given to parents twice a year at the end of each semester. An Annual report is used to inform the community and DECS of work in the school.

- **Other communication**
  A school assembly is held in the community or alternatively each classroom at least 3 times a term. Each class presents an item reflecting work currently being done. The Agangu Coordinator and Principal provide information about current and future activities and concerns. Awards are presented.

- **School financial position**
  The school depends entirely on funding sources from government. The day to day finances are managed by the SSO3 and Principal. School accounting uses EDSAS. Budget line manager is responsible for their budgets with support from the SSO and Principal.

9. **Local Community**

- **General characteristics**
  Pipalyatjara is an Anangu community on the Pitjantjatjara Lands. Pipalyatjara School is situated in a broad valley in the Tomkinson Ranges, in the North West corner of South Australia, about 20km from the WA border and 20km from the NT border. It is approximately 1700kms from Adelaide. Entry via road from Adelaide is usually made near Pipalyatjara, which is approx. 1200kms from Adelaide. Pipalyatjara is a further 480kms west. Entry from Alice Springs is via Lassiter Highway, turn off at Mt Connor and then past Amata and Murputja. Yulara is 4 hours away by a back track. All roads on the APY Lands are unsealed.

  Kinship ties cover three groups within Northern Territory, Western Australia and South Australia. These are the Pitjantjatjara, Ngaatjatjarra, and Yankunytjatjara peoples. Many people have ownership status to specific areas of land in the region around Pipalyatjara and Kalka.

- **Parent and community involvement**
  Parents and community are encouraged to participate in many facets of the children’s education and management of the school. Support from families and community on bush
trips and excursions is invaluable. All families are represented by a delegate on the Governing Council.

- **Feeder schools**
  None, although students move in and out of many other schools!

- **Other local care and educational facilities**
  TAFE works in Kalka and Pipalyatjara to provide post compulsory further education in Drivers licenses, Community Literacy and Numeracy, Business Studies, Interpreter Training and Music Industry training.

- **Commercial/industrial and shopping facilities**
  A local store provides for Pipalyatjara community. The store is supplied with fresh produce by road train once a week. There are limited mechanical services available, with a mechanic working in the community this year. Only diesel and opal fuel is available. Persons with petrol driven vehicles are advised to check with their mechanic regarding the use of opal fuel in their vehicle. It is not advisable to bring a petrol vehicle or 2WD.

- **Other local facilities**
  A Clinic is based in Pipalyatjara and staffed by three nurses and a number of health Workers. The clinic has phone and internet access to a Doctor.

Mail deliveries and passenger flights are once a week by ChartAir from Alice Springs. For further information and bookings ring ChartAir on 8952 6666. Bookings are essential. The airstrip is about 4km out of the community.

General freight is delivered by road train once a week to Pipalyatjara from Alice Springs.

Road access is from the Stuart highway near Indulkana over approx. 600kms of dirt road to Pipalyatjara or alternatively from Alice Springs along the Lasseter Highway via the Mulga Park road and Amata. A 4WD vehicle is preferable and, when very wet, essential. Yulara is about 4 hours drive and is an option for a weekend away.

- **Availability of staff housing**
  Accommodation for teaching staff is high quality, fully furnished, air-conditioned with no charge for rental, power, water or electricity. Accommodation ranges from a two/three bedroom duplex (1), a two/two bedroom duplex (1), two bedroom house (1) and three bedroom houses (4) at Pipalyatjara. 4 television channels are (usually!) available.

- **Local Government body**
  The local community office at Pipalyatjara can be contacted on 8956 7500 during office hours, but is closed between 1 and 2.30pm for lunch. Kalka Community office can be contacted on 8956 7525. Each community has its own community council while the Lands as a whole is serviced by the Anangu Pitjantjatjara/Yankuntjatjara Council (APY) based at Umuwa.
10. Further Comments

Teachers who have worked in Anangu schools usually claim it has been “the experience of a life-time.” They say it has:

- offered a fantastic opportunity to live in, mix with, and learn about an Aboriginal culture;
- stimulated strong personal and professional development;
- encouraged the formation of close relationships and friendships with both community members and colleagues.

I certify that this true and accurate statement:

Endorsed

Kathy Smerdon
Kathy Smerdon, Principal April 9th, 2010