Pipalyatjara Anangu School Annual Report 2015
1. Context

School Name: Pipalyatjara Anangu School  
School Number: 1526  
Principal: Ngaire BENFELL  
Region: Anangu Lands

Pipalyatjara Anangu School is located in the remote Aboriginal community of Pipalyatjara, situated in the tri-state corner of the NT/WA/SA borders. It caters for students from birth to Senior Secondary and provides work pathways by employing Aboriginal Education Workers. The community is approximately 1700kms from Adelaide and has a category 1 index of disadvantage. The school services the communities of Pipalyatjara and Kalka. The Kalka students travel to school by bus each day.

Anangu students at Pipalyatjara speak Pitjantjatjara as their first language and are often only introduced to English when they attend school. Enrolments at Pipalyatjara are stable at around 60 students from the Preschool to Year 13. Approximately six 0 – 2 year olds attend a playgroup with their parents, held on site in the preschool.

A significant factor for Anangu schools and communities is the transient nature of families and their children. The unique location of Pipalyatjara in the tri-state corner means families and children often travel across state borders into WA and the NT. The school has a strong focus on the improvement of attendance, English literacy and numeracy but also identifies culture and first language programs as essential to the growth of learners at Pipalyatjara. The school works towards providing a range of secondary pathways to cater for diverse needs of secondary students. Our school’s vision statement is “working and learning together for a strong future.” Our core values are Respect, Courage, Care and Learning. We believe that strong beginnings and strong futures creates a strong community.

The community believes the purpose of the school is to provide a curriculum that embraces both mainstream and Anangu learning so that students become strong in both ways.

### 2015 Highlights

**Learning:** Our students contributed the greatest number of high achievers in reading to the partnership. A number of students made magnificent progress in number skills in the Quick Smart program, 7 students leapt between 4 and 6 levels in reading and our secondary students had high engagement in Hospitality, Auto and Construction at the Trade Training Centre.

**Culture/Community Engagement:** Secondary students experienced the cultures of the world at WOMAD, St John’s Grammar students experienced Anangu culture in a fantastic cultural day at Pipalyatjara and our Secondary students went to Yulara to participate in the historic 30 year anniversary of the hand back of Uluru.

**Attendance:** Pipalyatjara Anangu School incentivized attendance through a trip to the Gold Coast for students who attended 90% or greater for Term 1 and 2. 15 Anangu students attended the trip!

**School Environment:** Our yard was landscaped and our white shed was refitted into an amazing Tech/Art classroom space.
2. Report from Governing Council

The Pipalyatjara Anangu School Governing Council met regularly in 2015. The elected Chairperson is Yaritji Miller and Council members are Ankilaya Nelson, Nita Connelly, Nyanu Watson, Josephine Mick, Mrs Paddy, Molly Miller, Danielle Cooley, Yangi Yangi Fox.

**Money Story:** major works that were completed over the year included the refitting of a shed into a classroom space for Design and Tech Studies, an Art Room and office space for staff and Families SA. The central area of the school was landscaped and the Administration building was externally painted. The Governing Council is very pleased with these works and believes they will contribute to learning outcomes for children and positive school culture.

Pictured below: the new Technical Studies workshop.

Pictured above: Landscaped school yard.

**Site Improvement Targets:** The Council supported the Attendance Improvement target, particularly the incentive of the Gold Coast Trip for students who attended 90% or greater for Term’s 1 and 2. This was a very successful strategy and trip for the Junior and Middle Primary classes but did not incentivize Secondary students to improve their attendance.

The Council supported the Learning Improvement targets in English (reading and speaking) and Maths. They approved student free days for the professional development of staff in numeracy and
mathematics. They enjoyed the presentations of workbooks, goals and data by high learner achievers in two of the Governing Council meetings and would like to continue this practice.

The Council is eager for the school to engage with the community and with culture. They were particularly pleased with the cultural day in Term 2. They would like more bush trips, incorporating overnight stays with single gender groups so that inma and cultural teachings could be facilitated in a two-way learning approach.

The Governing Council supported the improvement targets around Early Years by undertaking to speak with young families about regularly engaging with playgroup and preschool.

**Other Achievements:** The Governing Council gave approval for three new AEWs to work at Pipalyatjara Anangu School. It is the wish of the Council that the school employs younger members of the community to provide future pathways of employment. They also strive to create a balance of AEWs from Pipalyatjara and Kalka.

The Governing Council instructed the school to create and send a letter of thanks to Laura Kanari for her long service as an AEW. Laura has retired from working due to medical reasons.

The Governing Council voted to cease the early close of the school on Wednesday afternoons. They believe that the school should be open 5 days a week to (a) provide greater continuity of learning and (b) increase the time that children are safe and supervised in community.

**Future Plans:** The Governing Council believe strong futures = a strong life. In 2016 they would like to upgrade the canteen and have AEWs and Community members run the nutrition program. A second area of focus is the work of AEWs. They would like to meet with all AEWs in term 1 and talk about the role of the AEW in the classroom and the school community, particularly around child safety. The Governing Council Chairperson will be encouraged to attend monthly Service Provider meetings to provide a community perspective on the school.

**4. Site Improvement Planning**

**Priority Area 1: Higher standards of learning achievement**

Our targets in Priority Area 1 were as follows:

- all students improving 6 reading levels by the end of the year
- students speaking in full sentences and able to engage in conversation in 5 complete English sentences by the end of the year.
- students from Year 3 are able to write independently in a range of genres by the end of the year.
- students improve 1 EALD level by the end of the year.
• all students’ Maths results in Number have improved by 20% by the end of the year.

The twice daily whole school dedicated reading blocks were enhanced through the consolidation of use of Levelled Readers and the acquisition of mid-level readers to fill areas where stocks were low. To monitor regularity of reading practice, Daily Reading Charts were introduced in all classrooms to record students who were heard read by an adult. Use of personalised Reading Folders to set, record and monitor individual learning goals was established as an expectation and reviewed in the Leadership Team’s Classroom Print Walks. Sight word acquisition was displayed in the Primary and Junior Primary classrooms with students encouraged to set personal sight word and fluency goals and to monitor their growth. Phonological Awareness and Reading for Comprehension are two areas that have been highlighted in the weekly Staff Meeting Literacy reports, with Phonological Awareness Skill Mapping added to Phonics knowledge in our agreed schedule of data collection and analysis and consequent teaching. The resultant data highlights the need for ongoing strong Phonological Awareness programs in the Early Years in particular, along with immersion in a print-rich environment. Individual PD and support on PM Benchmark Running Records and Concepts of Print was once again provided on request to facilitate consistency and rigour in obtaining and assessing the data for teaching purposes. Books in Homes were again provided to encourage reading at home with older siblings and adults. A priority early in 2016 will be the development of a whole school agreement on the effective use of the Reading blocks.

The Playgroup initiative of developing children’s learning stories for publication saw sets of the books become available early in the year and distributed amongst all classes. They were received with great interest and discussion across our – and other – schools.

New teaching staff were in-serviced in assigning Language and Literacy Levels, with all teachers led by the Literacy Coordinator through modules on using the Language and Literacy data to support students in setting goals and on methods and resources for implementing strategies to improve skill levels. Student writing is a continuing focus area wherein strong encouragement of individual independent writing skills and confidence is required in the range of text types. Effective transference of literacy understandings and skills from the school’s strong first language maintenance program warrants further investigation.

Results from our Assessment and Data Collection Schedule in Running Records and other measures were collected and collated by teachers each term and progress towards individual targets discussed at staff meetings, using disciplined dialogue techniques.

Oral English Language acquisition remains a priority with additional work needed to further the knowledge and confidence needed to access the curriculum more fully and for success in SACE and career pathways. Ongoing need exists for the encouragement of oral and written sentence texts rather than the production of texts comprised of single words or phrases. Formal contextualised Oral Language lessons, to facilitate situational sentence production, are required at all levels. In 2015, teachers have been expected to include specific Oral Language teaching and learning in their programming of all curriculum areas to ensure the development of appropriate vocabulary and sentence structures across the school years. A focus in 2016 will be further honing of Oral Language teaching strategies, to be incorporated into a whole school agreement on Literacy. A more adequate assessment tool is also being sought.

PD on the Australian Curriculum has continued through use of our programming proformas and through the APY Lands Partnership’s development of shared integrated curriculum units. The discussion of the implementation of the units via shared Polycom workshops with staff from the other Partnership schools has been valued. The focus on Task Predicts Performance, with individual coaching telephone calls to project participants, has resulted in interesting challenges to enhance our teaching and assessment practices in order to foster higher order thinking and learning outcomes along with student ability to predict their learning outcomes – facets with high effect size in achieving learning outcomes.

The value of Formative Assessment and timely feedback and their impact on student learning outcomes were also stressed through a number of PD activities. Teachers were asked to provide to students regular oral and written feedback that also incorporated next steps in the learning journey. Audits of student workbooks to facilitate the adoption of these practices were added to twice-termly
Leadership Classroom Walks wherein student goal setting, evidence of learning progress and of print-rich classrooms was monitored. Further workshops on Formative Assessment are planned for 2016 to ensure that teachers are equipped to provide effective feedback that will enhance student learning.

Intervention strategies at a site level through Wave 1, 2 and 3.

Wave 3 Intervention programs saw identified students receiving intensive support at Junior Primary and Primary levels with extra in-class teacher and AEW support provided to target students needing assistance at the Junior Secondary level. Students involved received systematic and targeted assistance to develop Literacy skills and understandings. Continued transience of some students requiring the greatest assistance resulted in some instances in the support being limited by attendance but other students benefitted significantly. The data used to review the program was sound/letter and sight word knowledge.

Priority Area 2: Engaging kids, family and community

Our targets for Priority Area 2 were:

- Reaching 70% attendance for 1 term.
- Students staying in class all day.
- Programs reflect Anangu perspectives by Term 4
- An SRC body has been formed and met three times by the end of the year.
- Three short term goals are described in the ILP for every student by week 5 Term 1 and reviewed/re-set in week 5 term 2 and term 3.
- AEWs and teachers will plan and implement a weekly Anangu Domain program by the end of Term 1.
- Teachers will visit/meet with every family of their students a minimum of once every term.
- Governing Council will meet a minimum of once per term.

We did not reach an average of 70% attendance in any term but we exceeded 70% attendance on some weeks over the year. The term average was affected by cultural events that lead to very low attendance in some weeks each term. An area where strategies made a marked difference was in retention in the classroom for whole days of learning. The “Yes School, Yes Pool” strategy and training for staff in SMART wellbeing programs was complemented by Leadership taking a strong role in ensuring students returned to class after break times and remained in their classrooms. In Term 4, we revised our programming template to reflect Anangu perspectives and created a position for an AEW2 to support teachers and AEWs to work together on two-way teaching of the curriculum.

The student survey conducted in Term 4 revealed that students are generally satisfied with the school but the promotion of student voice in decision making did not reach fruition. All students at Pipalyatjara Anangu School have an ILP. The effect of collaborative goal setting and the regular review of goals were clearly evident in the reading results where 7 students either met or exceeded their goals.
Future Directions:
The school engaged with the Stronger Smarter Institute and Ian Mackie’s ‘Nudge Theory’ and will create Focus Attendance Campaigns for 2016. A goal of the 2016 Performance Accountability Plan will be to develop an SRC. Part of the development of youth leadership will be to include student voice in community meetings. The school will continue to develop Anangu Perspectives in the curriculum and will create a schedule of staff visits to community to share student work and connect with families.

Priority Area 3: Early Years

Our targets for Priority Area 3 were:

- 4 Year old children are able to greet adults in English and speak two conversational sentences by the end of the year.
- Children engaged in play and demonstrating the dispositions for learning.
- All areas for improvement in the QIP have been addressed by the end of the year.
- Targeted PD opportunities for the Preschool teaching team at least 3X in the year.
- Transition policy is published by the end of Term 3.
- All 5 year olds are engaged in transition over Term 3 and 4.

The transition program from preschool to school was very successful for those students who attended Pipalyatjara Anangu School site in Term 4. The preschool educator and Junior Primary teacher collaborated on writing and publishing the policy and worked in a Professional Learning Community to develop more seamless transition through the creation of some play-based learning in the Junior Primary timetable. The preschool educator developed strong relationships with families which helped to develop oral language in standard Australian English.

Future Directions:
The Preschool Educator will develop home based reading programs to further develop relationships and model families as first teachers’ practices. The QIP will focus more realistically on one or two areas for improvement. The teaching team continues to provide some issues as AEWs move to different communities or choose to cease work in the preschool. However, a future direction is to continue the focus on creating a strong team, engaged in learning and supported by targeted PD.

Further Directions:
The 2016 Performance Accountability Plan will embed staff, community and student voice through planned and targeted meetings with these groups. Secondary Pathways will form a significant part of our future directions.

4.1 Junior Primary and Early Years Scheme Funding

Pipalyatjara Anangu School received additional funding to reduce Junior Primary class sizes and Year 3 class size. The purpose of the strategy is to improve educational outcomes for students in these classes.
It is impractical for Pipalyatjara Anangu School to increase part time staffing for this strategy so we have used the funding to create strong AEW staffing in the Middle Primary class and reduced the class size in the Junior Primary (R – 2). Two Aboriginal Education Workers support the class teacher and students at all times of the school day in both classes. In addition, part of the funding contributes towards a Wave 3 Literacy Intervention program where a Literacy Coordinator with expertise in Junior Primary literacy, withdraws identified Year 1 and 2 students for intensive literacy support. The Year 3 students are supported with 2 Aboriginal Education Workers in a composite 3 – 5 Middle Primary class. Additional support to improve outcomes for these students is also provided by withdrawing them into a Wave 3 Literacy Intervention program for 40 minutes each day.
The data shows that learning improvement in reading and concepts of print is being achieved through these strategies. Where the progress towards targets is minimal, the data shows that the student’s performance is possibly affected by attendance.

### 4.2 Better Schools Funding

In 2015, Pipalyatjara Anangu School received Better Schools Funding as additional funding to develop workforce capacity and capability and to improve outcomes for students from an educationally disadvantaged and ATSI background in priority areas such as literacy and numeracy, SACE achievement, attendance and behaviour management.

1. **Workforce Capacity and Capability.** Better Schools Funding supported Pipalyatjara teaching staff to observe their peers in other Anangu Lands schools. Staff who participated in the program, reported at staff meetings that their experiences not only generated ideas for improvement strategies in literacy, numeracy and behaviour management but created connections with other schools and staff in our context. Two staff from other schools travelled to Pipalyatjara to observe in our setting. The program generated the beginning of a reflective culture around performance, gathering feedback on performance through different methods and creating a ‘deprivatising the classroom’ mindset. Workforce capacity and capability was expanded through Better Schools Funding facilitating staff to become trainers in key literacy and classroom management areas, and then train others at a whole site level. Training in Running Record taking, EALD language and literacy levels and the use of the data to inform an improvement process within the classroom was highly successful. In addition, the whole site worked with a trained staff member in classroom profiling to increase capacity to change teacher behaviour and create safe conditions for rigorous learning through 10 Essential Classroom Management Skills.

2. **Improved Outcomes for Students.** Outcomes for students have been increased through the greater understanding and capacity of teachers to use testing tools as the basis for engaging in data discussions and developing strategies for increasing learning improvement. The training of staff in EALD levelling and moderation practices has led to better programming to improve the writing capacity of our students (an area for improvement as evidenced in NAPLAN results). Early Years and Primary staff are using Concepts of Print results to create differentiated learning in classrooms. Additional training in PASM testing and the PAT-R/PAT-M testing has increased staff capacity to engage with targeted Staff use the ILP to set short and long term goals with students and record these goals in Reading Logs. On-task behaviour is steadily improving as staff apply what they have learnt about challenge, engagement and goal setting. Behaviour Data on EDSAS is evidence that engagement is higher but well-being issues such as teasing are the significant aspects that impact on learning.

Teachers and students learn to use bundling as a technique for understanding multiplication in a coaching and mentoring model of professional learning.
Pipalyatjara Anangu School has embraced the Anangu Lands Partnership agreement to record, track and monitor student achievement through Scorelink. Late in 2015, our learner achievement data was transferred to the Scorelink database, providing the baseline from which growth will be measured in 2016. The measures will now include PAT Reading Comprehension and PAT Maths.

Prior to this step, the school gathered data in 2015 on reading growth (through running records), development of writing skills (EALD Language and Literacy levels), oral language and phonological awareness development and number knowledge and skills in basic operations (SENA testing).

With the assistance of the partnership Improvement Coordinator, multiple measures including learner data on reading growth towards targets, hearing impairment and attendance were compared.

In the Junior Primary class, 8 out of 17 students (47%) had attendance of below 80% and made no or very low growth in reading. However, of the 9 students whose attendance was at or above 80%, only 2 met or exceeded their reading target. Neither of these two students experience hearing loss and neither are EALD students.

In the Middle Primary class, only two students attended below 80%. Growth towards targets is greater in this class including two students with hearing loss.

In the Junior Secondary class there are more students with hearing loss but this factor and low attendance does not necessarily correlate to reading growth. Lack of data makes it difficult to make a determination in the Senior Secondary class.

It is difficult to determine a direct correlation between attendance and reading growth. The very high effect size of goal setting (1.44) according to Hattie could account for the more significant growth of the Middle Primary students who set and reviewed reading goals every term.

Of great concern is the high attendance, yet very low or no growth of some of the Junior Primary students. Pipalyatjara Anangu School intends to invest in this area in 2016, with strategic support for high quality, intensive phonics and phonological awareness programs, improved transition strategies for reception students and close examination of teaching and learning in this area.

Preschool students on transition to Junior Primary class. Strong attendance in the Early Years sets the precedent for future attendance patterns.
Growth in Reading Levels (Running Records) and Individual Targets, Term 4, 2014 to Term 2, 2015, Pipalyatjara, Junior Secondary

Growth in Reading Levels (Running Records) and Individual Targets, Term 4, 2014 to Term 2, 2015, Pipalyatjara, Senior Secondary

"Essential Skills for Classroom Management", Christine Richmond 2006
5.1 NAPLAN

NAPLAN Mean Scores 2015 Year 3

NAPLAN Mean Scores 2015 Year 5

NAPLAN Mean Scores 2015 Year 7
Very small numbers of students undertaking the NAPLAN tests once again provides challenges for us both in interpreting the data and in using the data to inform our practice and setting of directional goals into the future. The validity of the data is questionable when less than 5 students sit the test in each year level. To determine growth over time, the same students need to sit the tests in Years 3, 5, 7 and 9. High transience of our students means this is often not the case. A continued area of growth at Pipalyatjara is that a greater number of students are returning to sit the second day of tests, showing possibly they are becoming more familiar with the tests. Teachers invested time and resources into teaching strategies for completing multiple choice tests and practice of NAPLAN style tests prior to the testing days.

The data does provide the benefit of illustrating some areas wherein we need to focus. The data from 2015 reveals the following pictures:

- Students at Pipalyatjara are performing below the region and index in almost all sectors.
- At Year 3 and Year 5, performance in the numeracy test is significantly below both regional and national figures. At Year 7 and Year 9 levels numeracy results are nearly at the index and just below the region but reflective of sound skills.
- Reading growth is occurring in Year 5 and Year 7 but is not meeting site or regional targets. Reading performance in Year 3 and Year 9 is significantly below both regional and national figures.
- Writing remains an essential focus area for improvement at all year levels but growth is evident at Year 9.

### 5.2 Senior Secondary

#### Students Undertaking Vocational Training in 2015

<table>
<thead>
<tr>
<th>Training/Certificate</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I in Hospitality</td>
<td>11</td>
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<tr>
<td>Certificate I in Construction</td>
<td>3</td>
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</table>
SACE

Students were resulted in Integrated Learning for Stage One SACE in 2015.

<table>
<thead>
<tr>
<th>Unit name</th>
<th>Number of students</th>
<th>Credits</th>
<th>Year Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Studies - Media</td>
<td>9*</td>
<td>10</td>
<td>9-11</td>
</tr>
</tbody>
</table>

*Plus one student who, due to administration delays, will be resulted in 2016 but has completed the required tasks.

All SACE students were enrolled in the Personal Learning Plan (PLP) in 2015 but were unable to attain satisfactory completion and have therefore been either withdrawn or pended. Students began units Integrated Studies – Horticulture, and Australian Languages and will work towards completion in 2016. Students also completed tasks in Literacy for Work and Community Life and Numeracy for Work and Community Life. These two subjects will be discontinued in 2016 and replaced by Essential English and Essential Maths.

Students at Pipalyatjara have been able to access a greater range of SACE subjects in 2015 and have had the opportunity to build SACE credits in a number of ways. This broad approach, accompanied by the introduction of Flexible Learning Options (FLO) and continued work with vocational training, provides students with greater options for career pathways. Through a mix of theoretical and practical exposure to a variety of pathways, students in the senior school are able to make better informed decisions about their future.
6. Student Data

6.1 Attendance

<table>
<thead>
<tr>
<th>% Attendance Rate</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
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<tbody>
<tr>
<td>Pipalyatjara Anangu School</td>
<td>59.93%</td>
<td>62.80%</td>
<td>57.22%</td>
<td>60.24%</td>
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<tr>
<td>Murputja Anangu School</td>
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<td>46.58%</td>
<td>57.43%</td>
<td>62.84%</td>
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<td>55.71%</td>
<td>54.75%</td>
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<td>Kenmore Park Anangu School</td>
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<td>75.91%</td>
<td>85.96%</td>
<td>91.05%</td>
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<tr>
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<td>55.09%</td>
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<td>Oak Valley Aboriginal School</td>
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<td>59.15%</td>
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<td><strong>Total</strong></td>
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<td><strong>58.94%</strong></td>
<td><strong>60.12%</strong></td>
<td><strong>62.14%</strong></td>
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<table>
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<tr>
<th>% Attendance Rate</th>
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<th>2014</th>
<th>2015</th>
<th>Improvement</th>
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<td>Kenmore Park Anangu School</td>
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<td>6%</td>
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<td>83.20%</td>
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<td>-2%</td>
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<td>Oak Valley Aboriginal School</td>
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<td>63.52%</td>
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<tr>
<td>Yalata Anangu School</td>
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<td>61.16%</td>
<td>67.96%</td>
<td>69.72%</td>
<td>9%</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>62.84%</strong></td>
<td><strong>63.69%</strong></td>
<td><strong>66.71%</strong></td>
<td><strong>69.68%</strong></td>
<td><strong>7%</strong></td>
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Attendance and transience at Pipalyatjara Anangu School continues to impact on learning. The current data shows that attendance at Pipalyatjara Anangu School has remained steady at an average of 60.05% over the last 4 years. It remains below the partnership average and well below the
National target. However, the data shows that there has been an 8% increase in Primary attendance which is offset by a 15% decrease in Secondary attendance. The data does not show the ‘big picture’ of school attendance as many of our students attend school in other communities when their families travel out of Pipalyatjara and Kalka community for a variety of reasons, including cultural, family and medical.

Due to our unique geographical location in the tri-state corner of South Australia, families are transient between other APY communities, Northern Territory communities and Western Australian communities. Pipalyatjara Anangu School collects data on attendance from the KITES program in Alice Springs, where families may spend some time in order to access medical facilities. We are members of the Tri-state Database and communicate regularly with the administrators of this database to collect information about the attendance of our children when families visit NT and WA communities.

A strategy for overcoming the impact of transience on student educational outcomes has been the development of a common Anangu Lands Australian Curriculum framework. Teachers at Pipalyatjara Anangu School participate in curriculum support and development and rigorously adhere to the teaching of common units of work across the 10 sites in the Anangu Lands Partnership.

Pipalyatjara Anangu School and our two Western Hub schools received support from the Department of Prime Minister and Cabinet through the Remote Schools Attendance Strategy funding to work with the Stronger Smarter Institute. We received support to develop, in consultation with the community, more sophisticated and stratified responses to student absences. As a result of the support, the school is moving into a 25 day report cycle where we are using an expanded repertoire of skills for persuasion and building demand for educational outcomes and a school completion to work pathways guarantee. There is a further awareness of the importance of a successful transition to work and further study and how this can create a positive environment around the importance of schooling. Managing the transition from awareness to efficacy is the task for 2016.

7. Client Opinion

In 2015, client opinion surveys were conducted with students and staff at Pipalyatjara Anangu School. A far greater number of students compared to 2014 participated in the survey, creating important feedback on student satisfaction, wellbeing and engagement. Areas of particular note are that
students strongly felt their teachers motivated them to learn, they liked being at their school and the
school looks for ways to improve.
An identified area for improvement is consistency of management of learner behaviour. Students
rated fair treatment and management of student behaviour as the lowest areas of satisfaction.
Too few staff completed the online survey to make valid conclusions from the data. A possible
solution to this is to allocate time within the professional development schedule for completion of the
survey.
A future direction for Pipalyatjara Anangu School is to work on ways in which we can capture parent
opinion in either the online format or paper format.

*My School website*
http://www.myschool.edu.au/

### Preschool

2015 was a year that saw lots of changes in the Preschool, beginning with a new teacher (Jacqui
Norton) along with a revised *philosophy statement* that better reflected the current site values. This
document plus the school values are seen as an important document to guide our daily practices and
further consultation with families and the community continued throughout the year.

**RESPECT:**

- The diversity and richness of Anangu culture and language is important and families are seen
  as children’s first teachers.
- The rights of children are respected in order for all children to be safe, develop as individuals
  and reach their full potential.
- First term we had a combined bushtrip with Playgroup families to celebrate Kian’s
  involvement with the running of Playgroup. Each term we have continued to go on a bushtrip
  or excursion to engage with and celebrate with families.
- Gerry from the Fred Hollows Foundation has visited twice during the year to monitor eye and
  ear health. To tackle the high incidence of Trachoma amongst children we have introduced
two regular face washing routines daily and children are learning to be independent in
washing their own faces.
- Yamba & Milpa visited the school to further promote the message of “Clean Face Strong
  Eyes”. They held a performance with Murputja school visiting and handed out hygiene packs
to families.
- Children also visited the mobile dental clinic and Simon looked at everyone’s teeth and had all
  the children sitting in the dentist’s chair. He gave all the children a new toothbrush.
- A shared meal has also become an important part of the Preschool day and children enjoy
  fruit plus a hot meal. Children have regularly had a cooking session on Thursdays and
  Suzanne from NPY has visited twice during the year to cook a healthy meal with the children.
LEARNING:

- We believe in reflective teaching practices, driving a quality, safe and stimulating environment, where children will be engaged in their play.
- Through play children will build on the dispositions for learning such as persistence, curiosity, confidence, creativity and resourcefulness.
- Regular term visits from Ann Marquard has greatly helped to reflect on practice and help to prioritise how to improve the quality of the Preschool service. Some initiatives this year that have been successful are the extension of the Preschool hours to a 3.5 hr session, so children can engage in longer play sessions, the purchase of new furniture to enhance the learning environment and make it a more welcoming space and a new fridge and freezer to make it easier, cheaper and more time efficient to store food and prepare meals.
- The outdoor yard has been landscaped with the inclusion of a new sand pit.
- Performing at school assemblies has been an important way of children practising their learning, developing their oral language skills and building their confidence to show courage. Children improved on this learning and a highlight was the Three Little Pigs performance at the end of year assembly.

KINDNESS:

- Strong relationships are seen as fundamental to making connections with children, families and community.
- We encourage collaboration and kindness between children, between staff and between staff and children to foster a harmonious and calm learning environment.
- Taking children home at the end of the session has been an opportune time to engage with families and community to talk about their child’s learning and build on these connections.
- An attempt was made to complete the DECD survey for parents. This was a difficult task and highlighted the need to continue to work with families so they can have greater input into the Preschool and their child’s learning.
- We began a cultural exchange with the children and staff at Clare Valley Children’s centre, where we exchanged photos, cards and stories. Both sites have displays of Maku and grapevines to represent both communities.

COURAGE:

- We believe that consistent attendance and routines will generate predictability and security for children to feel confident to participate in the program.
- We aim for children to develop a strong spirit. To build their confidence and show courage to transition into school and pursue lifelong learning options.
• Consistency in daily routines and a quality learning environment with longer play sessions and less disruptions has contributed to the Preschool becoming a more calm space able to promote engagement.

In 2016 I look forward to returning to Pipalyatjara and reconnecting with community to strengthen relationships with families and exploring how this can help with children’s learning and engagement. In particular Kalka families who do not visit the Preschool as Kalka children come to Preschool on the school bus. Another focus will be developing the children’s oral language through their play, quality interactions, reading books together and at every opportunity during regular daily routines.
8. Accountability

8.1 Behaviour Management

Threatened Safety Or Wellbeing

- Contact parent
- Detention
- Standalone suspension pending
- Take home
- Time out - admin
Pipalyatjara Anangu School has embraced the Positive Behaviour for Learning principles and the 10 Essential Skills for Classroom Management in 2015 to improve teaching and learning and address learner behaviour within and outside classrooms.

Pipalyatjara Anangu School collects and analyses Learner Behaviour every term. Our data shows that the highest occurring incidence of behaviour in 2015 was “Violence – Threatened Or Actual.” However, further examination of the anecdotal records within the data reveals that the violence perpetrated by students is a response to bullying, in particular, verbal teasing. An examination of the consequences in response to inappropriate behaviour shows that acts of violence resulted in students being suspended or taken home. However, consequences for the causal behaviour (bullying and teasing as shown in “Threatened Wellbeing”) were more likely to be dealt with at school with ‘time out – admin’ chosen in 30% of cases and an alarming 24% of cases receiving only a warning. Of even greater concern is that in only 13% of the records of behaviour, parents were contacted. As ‘take homes’ and suspensions require parent contact, this indicates that in most other incidences of inappropriate behaviour, the partnership with families in changing inappropriate behaviour is not being developed.

A report to Governing Council of incidences of bullying lead to vigorous discussion regarding teasing as a form of bullying. The belief of Governing Council is that ‘take home’ as a consequence for resultant violence does not address nor change the behaviour of either violence or bullying at Pipalyatjara Anangu School and community. Further, Anangu teachings through dreaming stories are not embedded in our policies and procedures. The review of our No Bullying Policy, Learner Behaviour Code (Behaviour Management Policy) and Behaviour Management Flow Chart in 2016 will address the alignment of student behaviour development and management to Positive Behaviour for Learning principles and the 10 Essential Classroom Management Skills. These reviews will also incorporate a response to the data around consequences for inappropriate behaviour, the views of the community and Cultural Embeddedness. Further work will be undertaken in the field of community engagement and contact with parents to strengthen the relationships with families in the area of learner behaviour.
8.2 Relevant History Screening

All employees at the school have a Relevant History Screen. An electronic data base is kept of all employees, visiting specialists and volunteers and their current Relevant History Screen status and expiry dates. Reminders and new application forms are sent to ongoing employees as their screens are about to expire.

8.3 Human Resources – Workforce Data

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
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<td>Bachelor Degrees or Diplomas</td>
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<tr>
<td>Post Graduate Qualifications</td>
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Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

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<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
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<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
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<tr>
<td>Full-time Equivalents</td>
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<tr>
<td>Persons</td>
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9. Financial Statement

Income by Funding Source

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<th>Funding Source</th>
<th>Amount</th>
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<tbody>
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<tr>
<td>2 Grants: Commonwealth</td>
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<td>3 Parent Contributions</td>
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<tr>
<td>4 Other</td>
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