

SCHOOL CONTEXT STATEMENT

Updated 03.03.2022

School Name: PIPALYATJARA ANANGU SCHOOL

School Number: 1526

1. General Information

Part A

School name: PIPALYATJARA ANANGU SCHOOL
School No.: 1526 **Courier:** R45/8
Principal: Mat Charleston
Postal Address: PMB 75, via Alice Springs NT 0872
Location Address: Pipalyatjara 5750
District: Anangu Lands Partnership
Distance from GP: 1700kms **Phone No:** 08 8956 7560
CPC attached : YES **Fax No:** 08 8956 7504

| | 2019 | 2020 | 2021 | 2022 |
|---------------------------------|------|------|------|------|
| February FTE Enrolment | | | | |
| Primary | | | | |
| Special, N.A.P. Ungraded etc. | | | | |
| Reception | 7.0 | 5.0 | 7.0 | 7.0 |
| Year 1 | 2.0 | 1.0 | 5.0 | 6.0 |
| Year 2 | 5.0 | 9.0 | 2.0 | 4.0 |
| Year 3 | 2.0 | 8.0 | 7.0 | 5.0 |
| Year 4 | 4.0 | 6.0 | 11.0 | 6.0 |
| Year 5 | 7.0 | 0.0 | 5.0 | 6.0 |
| Year 6 | 6.0 | 6.0 | 2.0 | 4.0 |
| Year 7 | 5.0 | 2.0 | 9.0 | 6.0 |
| Secondary | | | | |
| Special, N.A.P. Ungraded etc. | | | | |
| Year 8 | 2.0 | 6.0 | 3.0 | 7.0 |
| Year 9 | 5.0 | 3.0 | 4.0 | 2.0 |
| Year 10 | 5.0 | 8.0 | 4.0 | 4.0 |
| Year 11 | 0.0 | 3.0 | 3.0 | 1.0 |
| Year 12 | 0.0 | 0 | 4.0 | 2.0 |
| Year 12plus | | | | |
| TOTAL | 50 | 55 | 66 | 60 |
| July total FTE Enrolment | 45 | 53 | | |
| Male FTE | 26 | 30 | 33 | 31 |
| Female FTE | 24 | 25 | 27 | 29 |
| School Card Approvals (Persons) | 50 | 53 | 63 | 57 |
| Aboriginal FTE Enrolment | 49 | 53 | 63 | |

Part B

- **Principal:** Mat Charleston

School E-mail Address

dl.1526_info@schools.sa.edu.au

- **Staffing numbers 2022**

9 teaching staff incl. Principal, Anangu Coordinator, 10 Anangu Education Workers (AEWs) (30hrs week), 1 SSO3, 1 SSO2 curriculum support, 1 Grounds person 15hrs/wk, Pool Manager.

Enrolment trends

There is a stable enrollment of approximately 60 students at Pipalyatjara with the biggest numbers in the middle years. With a JP R-2, MP 3-5, UP 5-7 and SS 8-12 class, a Preschool for 3-5 years old and a playgroup is run every day for 0 – 3 year olds and their parents.

- **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. A Chart Air service also operates in and out of Wingellina (30 kms across the WA border). Ring 8952 6666 for bookings and flight information. Bookings are essential.

The Centre Bush Bus runs twice a week from Alice Springs on Wednesday and Saturday with returns on Thursday and Sunday.

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 Kalka Community.

- **(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. Since 2015 the school has continue its commitment to

students wellbeing through the development of a Leader Band B-1 with the responsibility for whole school well-being.

- **Support offered**

Class numbers are small. Each room has sound field amplification systems to help with instruction due to hearing issues. An IWB in each classroom facilitate incorporation of multimedia to support learning and teaching. The school has a bank of 20 laptops and 20 ipads for classroom use. As well as the class teacher there is also 2 AEWs allocated to each class to assist both the teacher and student with understanding each other. A team approach is vital and the AEW is a keen member of the teaching and learning process. Time is allocated for Teachers and AEWs to plan lessons together.

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 behaviour management. The Student Behaviour Management policy provides a guide to supporting staff and students in this area. The community and school work side by side and take a team approach with the development and implementation of appropriate codes of behaviour. All staff are continually training on the 10 Essential Classroom Management Skills and the Principal is a trained classroom profiler.

- **Student government**

During 2017 the students were involved in a "Fund my idea" project where they received funding for school and community projects to be carried out in 2018 by the students.

- **Special programs**

A Breakfast Program, supported financially by Red Cross and co-managed by SSO and Wellbeing coordinator provides cereal for breakfast. This program has proven to be an essential part of monitoring student health and welfare, and improving student attendance and participation. We are currently providing subsidized student lunches at an "on cost" basis.

Literacy and Numeracy are the major foci across the school.

Pipalyatjara Anangu School has developed a whole school approach to literacy based on the Big 6. Since 2014 a Leader Band B-1 position leading the Australian Curriculum with a focus on Australian curriculum (Literacy and Numeracy focus has supported our significant improvement in whole school literacy and numeracy levels. We have a strong focus on developing oral language, reading and writing along with Natural Maths through our active literary and numeracy blocks. 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 SSO to work with classes and individuals to target the lower literate students. We collect and analyse a variety of data including Running Records and Oxford Words list to

monitor growth towards our targets. The First Language Maintenance and Development Program includes every class receiving 3 weekly Pitjantjatjara Language and literacy lessons. Our senior students have engaged in SACE stage 1 Australian Languages with the first successful student completing in 2017.

Numeracy will continue to be a Site Improvement focus for the school in 2018. We collect base-line data using PAT-M and are using a number of Natural math's strategies to build students numeracy knowledge.

Technology, IWB's and individual software, is used to support the work we do in all areas of the curriculum.

Pipalyatjara School is a SAPSASA member and participates as part of the Anangu Lands district in softball and football competitions. The Pipalyatjara swimming pool is open in Terms 1 and 4 and we host combined local schools Splash Day. In the past, Pipalyatjara Swim Squad has participated in a swimming carnival in Amata.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

- Anangu Lands Partnership Plan
- Pipalyatjara Site Improvement Plan 2016-2018
- Oral Language Agreement (Anangu Lands)
- Literacy Agreement (Anangu Lands)
- Numeracy Agreement (Anangu Lands)
- Assessment Agreement (Anangu Lands)
- Performance and Development Agreement (Anangu Lands)

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 DECD 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 Murputja. 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 Preschool to year 12 and employs up to 20 staff.

Programs across the school utilize EALD 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 a language teacher with support from AEWs. Some students at secondary level are selected to attend Wiltja, a secondary program for Anangu students attached to Woodville High School in Adelaide. The Senior Secondary Curriculum has a work education focus and in 2018 some certificate courses are offered through TAFE, TTC and SACE units, including the PLP are offered.

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.

Our school is part of the Anangu Lands Partnership and works under joint management of DECD 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 Anangu Lands Education Director.

- **Priorities for 2022**

Our Vision and Purpose:

“Working and learning together to create strong beginnings and strong futures”

Our Targets:

We will contribute the most rapid growth in student learning outcomes in reading and numeracy to the Partnership.

We will create a dynamic environment in which attendance rates will lift to 85% for the whole school.

This will be achieved through two priority areas:

Effective Teaching and Learning Pathways to High Achievement

Effective Teaching and Learning

Develop high expectations by setting challenging tasks, targets and goals with all students to achieve high standards of ***English and Pitjantjatjara literacy and numeracy*** (aligned to AC e.g. Anangu Lands Units)

Creating Safe and Rigorous Conditions for Learning (Wellbeing)

Embed the school values, positive behaviours for learning and 10 essential skills for classroom management to establish the pre-conditions for learning

Strong Beginnings, Family and Community Partnerships (Engagement)

Early Years (0 – 8 Years)

Building effective relationships, positive communication and targeted engagement strategies with families in the learning journey

Engagement

Effective partnerships and planning with families, community and school that values Anangu leadership and expertise

4. Curriculum

- **Subject offerings**

Pipalyatjara Anangu School follows a Partnership-agreed curriculum that is aligned to the Australian Curriculum.

Each class has core time allocated to:

- ❖ English
- ❖ Mathematics
- ❖ Integrated Programs (aligned to AC)
- ❖ Pitjantjatjara
- ❖ Science
- ❖ Art
- ❖ Keeping Safe

While the Wiltja program remains the key point of access to SACE, students in Year 10, 11 and 12 also have the opportunity to undertake SACE and VET programs with a particular focus on the compulsory subjects and PLP.

- **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 AEW support teacher and other staff. The Literacy support teacher supports classroom teachers for students identified with low literacy skills. Music and Dance are taught by specialist teachers and supported by visiting programs. Swimming is the main PE focus for summer and our sports program is also supported by visiting programs such as gymnastics.

- **Teaching methodology**

Almost all students speak English as an additional language. Therefore, EALD methodology is practiced in all curriculum areas. Teachers work in teaching teams with AEWs. All classrooms have an Interactive white board using ACTIVinspire. The senior classes have a pod with laptops and 20 ipads are available to support learning programs. ICT methodology is used when it facilitates teaching and learning.

- **Assessment procedures and reporting**

Data is collected to inform parents, staff and DECD requirements. This includes the EALD Language and Literacy levels, 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, including the Trade Training Centre at Umawa. Pipalyatjara students access courses at the centre and use the accommodation facility when required. Land Management involve Secondary students in bush trips and excursions to monitor wildlife and keep cultural connections strong. Our secondary students travel to Yulara Resort at Ayers Rock for a work experience program.

- **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 Swimming Pool is open from September to April and students swim daily during the season. The pool supports attendance improvement through a “No school, no pool” policy.

- **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. Classes engage in weekly cooking sessions in our canteen to promote healthy lifestyles and skills in the preparation of healthy meals.

5. Staff (and their welfare)

- **Staff profile**

Teaching staff are often new graduates employed either on contract or by accepting an offer of permanency. In 2018 the majority of staff members are experienced teachers with only three early career teachers. The average tenure for non-Anangu staff is 2-3 years.

- **Leadership structure**

In 2018: Principal, Anangu Coordinator, Curriculum Coordinator and Wellbeing Coordinator share the leadership at the school. The Governing Council meets termly and PAC regularly meet.

- **Staff support systems**

Curriculum / induction support is provided from AES Ernabella and AES Adelaide staff. Staff T&D is provided through the school, Western Hub (Amata, Murputja staff and by visiting specialists.

Network Bands meet regularly.

A two-day conference held biennially provides off site T&D for all staff. Personnel counselling is available from the department counsellor, who visits the Lands twice a year on a normal basis but is immediately available for support in emergency situations.

- **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 and review with the principal.

- **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. 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 currently allowed two travel days at the beginning and end of each school term.

Housing assistance

Housing is comfortable, air-conditioned and fully furnished. DECS subsidises 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 Education 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

DECD pays for removals to and from a long term 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.

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, Music centre and a Preschool building with laundry, preschool student toilets, disabled bathroom and kitchen. A tree planting and landscaping program is carried out during 2014. There is a covered paved basketball court, covered playground and the community oval a short distance away is available for other activities. In 2015 a shed was renovated to an Art/Tech Studies centre. Plans to facilitate a direct connection between use of the Trade Training Centre and developing trade skills for employment pathways.

Pipalyatjara Anangu School has access to a 25m Community Swimming Pool facility pool. 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.

Student facilities

Students receive breakfast, fruit and lunches “at cost” each day. All classroom are air-conditioned and have internet and computers available for school use. Soundfield systems are fitted in all classrooms.

- **Staff facilities**

Staff room with kitchen and another small area with computer access and printer. Teachers have a laptop to use with their IWBs, class camera and ipads.

- **Access for students and staff with disabilities**

Ramps are in place in most buildings, disabled toilets and shower 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.

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 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.

- **Regular publications**

Regular use of posters throughout the communities to inform community members of school functions.

Open school days to engage families in class activities.

Reports are given to parents twice a year at the end of each semester. Portfolios of work support the discussion between teacher/AEW and family.

An Annual report is used to inform the community and DECD of work in the school.

An Annual Yearbook is distributed to specific locations in the community.

- **Other communication**

A school assembly is held in the music room every Friday. A class takes the role of MC and another class makes a presentation of their choosing. The Anangu Coordinator and Principal provide information about current and future activities and concerns. Awards are presented, including 100% attendance and reading awards.

- **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 managers are responsible for their budgets with support from the SSO and Principal.

9. Local Community

- **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 other schools in SA, NT and WA.

- **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 and Interpreter 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 Adelaide.

Road access is from the Stuart highway near Indulkana over approx. 480kms 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 through stunning country 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. Vast satellite dishes and decoders are fitted to every house.

- **Local Government body**

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

Terry Casey

Terry Casey, Principal

March 24th, 2018.