Pipalyatjara Anangu School
Annual Report
2013

‘Working and Learning Together for a Strong Future’
‘waakarinyi munu nintiringanyi tjungungku kunpungku paylalkatintjaku’
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 Tertiary study for 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 only introduced to English when they attend school. Enrolments at Pipalyatjara are stable at around 70 students from the Preschool to Year 13.

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 English literacy and numeracy but also identifies culture and first language programs as essential to the growth of learners at Pipalyatjara. Our school's vision statement is "working and learning together for a strong future." The community views 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.

Patilpa Gorge, a popular destination for ‘bush trips’ where local elders tell the patilpa story to the children.
2013 Highlights

1. Development of the Literacy Improvement Program.
2. Commencement of Playgroup
3. The Arts Program:
   - Music and Band with Kian,
   - Dance – Indigenous Hip Hop visit
   - Art – Jude Crabtree in Playgroup
4. Camps and Excursions – the Outdoor Learning Program:
   - Outback Marathon – Sport and Health
   - Darwin Symphony Orchestra – Music program
   - Land Management Field Trips – endangered species research, water quality testing, the waru project, film making for NITV documentary with elders.
   - Secondary Camp – Wiltja experience
   - Primary Camp – Bush Schools Swimming Trip
   - Junior Primary Camp – Alice Springs
5. Health and Nutrition:
   - A Healthy Lunch program was introduced and Secondary students learn about healthy meals in their weekly cooking lessons.
6. Technology – the purchase of student laptops and ipads are developing the IT skills of students and AEWs.
7. Secondary Pathways to Employment:
   - Secondary students engaged in work exposure at the National Indigenous Training Academy, Yulara. They attended the Work Expo at the Trade Training Centre and a number of students are continuing their studies in Certificate III Child Studies. All eligible Secondary students were enrolled in SACE and have begun to complete the PLP.

Site Improvement Planning

Pipalyatjara Anangu School underwent site review and validation in 2013. The process helped the school and its stakeholders to examine our site priorities and our progress towards our targets. The DECD Improvement and Accountability framework (DIAf) states that “validation verifies the quality of the self review process, outcomes reported and actions proposed.” The following recommendations were made by the review panel:

1. Revisit the moral purpose and vision for the school

Actions: A vision statement has been created in collaboration with teaching, ancillary and AEW staff. The process used was joint construction by
• defining the purpose of a vision statement
• individuals describing their view of a ‘perfect state’ for our school
• Eliciting key ideas from each response and drafting statements
• Group selection and final re-working of our vision statement

It has been translated into Pitjantjatjara language by AEWs, discussed with students and displayed in rooms. It is referred to in the daily operations of the school (eg: is this an example of where we are ‘working and learning together for a strong future?’) and has been included on school stationery such as fax and letterheads.

Future Actions for 2014: Annual review at beginning of each year to include/reconnect staff into the school’s vision. Development of a set of four core values, reinforced through our assembly award system.

2. Establish systems to monitor student progress as it relates to site priorities. Establish a baseline for all students. Introduce finer grain measures such as concepts of print.

Actions: Running records were collected each term, collated by teachers and discussed at a staff meeting, using disciplined dialogue. The benchmarking records from 2011 and 2012 were located in electronic records and used to create the baseline and determine growth targets. Meetings were held with the Junior Primary teacher to discuss finer grain measures and supporting resources were shared for collection of concepts of print data.

Future Actions for 2014:

• NAPLAN results will be the subject of a disciplined dialogue.
• A common dashboard will be developed for all classes, incorporating multiple sets of data and organised in age not alphabetical order.
• In the collation of running records, staff will use a common template to create a graph on EXCEL which will be displayed on the Data Wall in the Admin building.
• The Junior Primary teacher will collect, collate and share data on concepts of print with the Principal, Literacy Coordinator and Middle Primary teacher to both inform practice and transition processes.

3. Continue to develop focus on Oral Language, including improvement measures.

Actions: Focus on Oral Language was introduced to staff PD sessions. A PowerPoint and discussion of Oral Language in the Big 6 was run by the Principal. A focus on Oral Language in Performance Development conversations was initiated with individual staff, including individual meetings, formal observation of practice and follow-up discussions.

Future Actions for 2014:

• Develop improvement measures.
• Collect data on improvement.

4. Examine existing intervention strategies at a site level and redescribe as Wave 1, 2 and 3.

Actions: Staff meeting discussions of our intervention strategies were held leading to an agreed decision to use existing data to identify Wave 1, 2 and 3 students and support Wave 3 (and some wave 2) by withdrawal and intensive support.

Future Actions for 2014: Collect data on the success of the intervention strategies and review the process.
5. Form an improvement team to set evidence informed directions for secondary education and to then monitor and report on the progress.

**Future Actions for 2014:** The Principal will form an improvement team to set evidence informed directions for secondary education and to then monitor and report on the progress.

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**Early Years**

**National Quality Standard**

Readiness for assessment and rating against the National Quality Standard (NQS) has been a major preschool focus for 2013. During the APY Lands conference (1-3 July) the Lands based preschool teachers worked closely with Judi Hunt from Allenby Gardens Preschool, whose preschool recently received an ‘excellent’ NQS rating. Improvements made since Judi’s input include; weekly reflections on the preschool program and on children’s interests, written observations and photographic evidence of children’s engagement in the program and signage around the preschool highlighting the link between the EYLF outcomes and the children’s learning experiences.

**Quality Improvement Plan**

All outcomes for 2013 were achieved except for Element 3.1.1- installing shade in the outdoor play area (this will be a focus for 2014). Achieved outcomes include; making the preschool a safer place by installing conduit to cover electrical wires, safer fencing and additional soft fall to outdoor play areas. Another achievement involved finalising all required policies and procedures and having these available in a policy folder.

**Working in partnership with others**

Ann Marquard and Susan Martin have supported the Lands based preschool teachers with visits to their preschools. The Lands based preschool teachers participated in fortnightly polycom sessions with Ann Marquard to discuss NQS and teaching practice. During the polycom sessions there was input from many professionals including; Ann Bowering (ACECQA), Helen Leo (DECD) and Jane Hargreaves, (DECD).

In 2013 playgroup for 0-3’s and their families ran 3 days per week in Pipalyatjara Preschool. Preschool and playgroup joined together for music lessons and for collaborative arts based projects.
AEW

Verna is currently studying for her Certificate 3 (child studies). Verna has excellent relationships with the children and is a real asset to the preschool. She is a very competent AEW and is able to run sessions with the children by herself. Verna has strong IT skills and has the ability to use her own initiative. She is able to expand on the teacher’s ideas and to add to the preschool program.

Children’s Learning

The preschool curriculum is founded on the Early Years Learning Framework (EYLF). 2013 learning priorities included; Pitjantjatjara language, literacy, numeracy and social skills. In term 4, iPads were introduced to preschool and the children quickly developed a high level of skill in navigating their way through iPad apps. Many of the apps are literacy and numeracy based.

Transition

The preschool has developed an effective transition program between playgroup and preschool and between preschool and JP. Children complete transition visits in the term prior to starting full time in preschool/JP. These visits have proven to be successful in helping children to learn the expectations, routines and to develop a sense of belonging to their new environment.

Attendance

Preschool attendance is generally high when children are in community. Children leave the community for a variety of reasons including; medical appointments in Alice Springs, family and cultural reasons. Term 4 saw many of the preschool families leave the community due to cultural business. When children in community are not attending, the preschool teacher and AEW visit the families and speak to the parents in regards to the importance of their child attending preschool regularly. This has proven to be effective.
Parents like to come into preschool and to help their child to learn. They enjoy looking at their child’s learning journal and at photos around the preschool. Parents like to participate in music and art.

Reporting to parents

In term 4 the new iPads enhanced reporting to parents. Each child’s photos were put into an album which was shown to parents along with a short ‘Educreations’ photographic presentation of their child, accompanied by their child’s recorded voice. Parent’s really enjoyed listening to and viewing their child’s learning on the iPad.

Preschool Enrolments

Preschool Attendance
Using NAPLAN data to inform our practice and set strategic directions at Pipalyatjara Anangu School is problematic for a number of reasons. When less than five students sit the NAPLAN test, the validity of the data is questionable and not reliable for trend purposes. 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. In addition, students have not been familiarized with this form of assessment in past years and often do not return on subsequent testing days after the first test.

Notwithstanding, the data is useful in terms of creating a narrative to describe areas for focus. The data reveals the following:

- Students at Pipalyatjara are performing below the region and index in all sectors.
- At Year 3 and 5, performance in the numeracy test is nearly at the index and just below the region.
- Reading growth is occurring but is not meeting site or regional targets.
- Writing and spelling are focus areas for improvement at all year levels.
- In Years 7 and 9, numeracy performance drops well below the region.

![NAPLAN Mean Scores 2013 Year 3](image1)

![NAPLAN Mean Scores 2013 Year 5](image2)
Senior Secondary

SACE REPORT- 2013 Results for Pipalyatjara Secondary Students

Integrated Learning: Mind Matters (10 credits)
Kristelle Ward
Charmaine Paddy

(VET) CHCCN301C Ensure the health and safety of children (10 credits)
Kristelle Ward
Bronwyn Paddy
Charmaine Paddy

(VET) CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner (10 credits)
Kristelle Ward
Bronwyn Paddy
Charmaine Paddy
In 2013, the goal was to enrol students in SACE subjects with the view to collecting evidence and mapping partial completion, particularly of the compulsory subjects. All eligible students were enrolled in the PLP. The majority of these students completed over a third of the requirements and it is hoped they will complete the course, be moderated and resulted by December 2014. In addition, students were enrolled in short courses, such as Mind Matters and AYLG camps, which lead to accreditation for SACE through Integrated Learning and Certificate 3 in Business. TAFE Certificate 3 in Child Studies was built upon through Centra delivery, class work and intensive face to face visits. It is envisaged that this type of delivery will continue in 2014 but that the intensive face to face time may be at the Trade Training Centre at Umuwa.

Pipalyatjara students will engage with the delivery of Hospitality and Construction training at the Trade Training Centre in 2014, once the accommodation facility is handed over. We will expand our SACE delivery to include a further compulsory subject, Numeracy for Work and Community Life and Pipalyatjara Secondary teachers will update qualifications to engage in VET visa arrangements to deliver Horticulture units of competency to our students.

Student Data

Attendance

Figure 12: Attendance by Year Level

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<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tbody>
<tr>
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<td>Year 5</td>
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<td>Year 6</td>
<td>81.5</td>
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<tr>
<td>Year 7</td>
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Attendance improvement is a key priority in Pipalyatjara Anangu School’s site improvement plan. The school’s average attendance rate for 2013 was 65.6% showing slight growth in overall attendance from 2012 to 2013 has occurred. Secondary attendance remains an issue for growth targets but retention trends show steady improvement.

The data shows a significant decline in the attendance of reception students but an upward trend overall in the Primary sector. The development of stronger transition programs between the Preschool and Junior Primary class have been developed with the purpose of supporting children and families to develop and maintain attendance habits. Breakfast and lunch programs help students to be physically ready for learning.

Further strategies developed at a whole site level include formalizing a home visit program to support families experiencing difficulty with school attendance, membership of the Tri-Border Attendance Strategy, frequent acknowledgement of and rewarding consistent attendance.

**Recommendations for 2014:**

- Attendance Data entry allocated to an SSO role. Data to be entered daily and rigorous systems for checking whereabouts and accurate recording of absence codes are developed.

- Community involvement strengthened through the Remote Schools Attendance Strategy to inform and support parents in their obligations to send students to school.

**Client Opinion**

Two client opinion surveys were conducted online in 2013; a staff satisfaction survey and a survey of Secondary students’ satisfaction. Staff found the tool easy to use and engaged enthusiastically in a discussion of the data. Secondary students were supported to complete their survey 1:1 by a student teacher, who simplified and explained numerous terms and meanings of questions.

The staff survey revealed a high level of satisfaction with area 1 ‘Quality of teaching and Learning’ with 100% of respondents agreeing or strongly agreeing that the teaching and learning programs at the school are responsive to students’ needs. Similarly, 100% of staff were satisfied or highly satisfied with ‘Leadership and Decision Making.’

Areas of concern (as shown in figure 1 below) included the school’s response to bullying and behavior management. In response, the staff collaboratively developed a ‘No Bullying’ policy which will be
introduced to students in the first weeks of the 2014 curriculum. A whole school commitment has been made to engage in training and development in classroom management strategies with Leah Vogler (Committed to Learning) in 2014.

Of significant concern to staff is the school’s capacity to communicate effectively with parents (figure 2). This will be a focus area for development in 2014.

Figure 1

![Graph showing responses to school environment and management questions]

Figure 2

![Graph showing responses to communication and support questions]

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

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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<td>Bachelor Degrees or Diplomas</td>
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</tr>
<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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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<td>Indigenous</td>
<td>Non Indigenous</td>
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<td>Full-time Equivalents</td>
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