Pipalyatjara Anangu School
Annual Report
2014

‘Working and learning together for a strong future’
‘waakarinyi munu nintiringanyi tjungungku kunpungku paylalkatinytjaku
1. CONTEXT

School Name: Pipalyatjara Anangu School  
School Number: 1526  
Principal: Ngaire Benfell  
Partnership: 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 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. 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 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." Our core values are Respect, Courage, Care and Learning.

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.

2. REPORT FROM GOVERNING COUNCIL

The Governing Council met more regularly in 2014. Some of our meetings were combined with Community Meetings, particularly to discuss the Remote Schools Attendance Strategies.

The Governing Council supports expenditure on AEW salaries and views AEWs as essential to achieving balanced curriculum and student access to the Australian Curriculum. The Governing Council moved a motion to become the body from which AEW employment approval is sought. A balance of AEWs from both Kalka and Pipalyatjara communities will be achieved.

Many discussions were held regarding the expenditure of funding on student programs. The Governing Council approves student programs that lead to employment such as Trade Training Centre courses and programs that ‘broaden the horizons’ of our Secondary students as well as the achievement of SACE credits. One such example was the exhibition of our Senior Girls’ Stage 1 Photography work at the Barunga Festival. In 2014, the Governing Council approved the creation of a stronger SACE program through the design of a timetable that saw senior students of mixed gender spend more time together and younger secondary students formed into a Junior Secondary class.

The Governing Council supported the implementation of a stronger Anangu Domain program which encourages community members to work with students during school hours to develop understanding of Anangu culture and law.

Community elders and AEWs tell Patilpa Gorge tjurkurpa to students on Harmony Day.
3. 2014 HIGHLIGHTS

1. Development of Literacy Action Plan, commitment to a Literacy Coordinator role and training of staff in strategies for using data to improve learning.

2. The Arts: Production of an original school music video clip “We Love to Learn through Music”. Pipalyatjara won the Ernabella Dance competition, combining original music by local Anangu song writer, the aerosol art project learning into creating the back drop, and original choreography by students and teachers.

3. Early Years: strengthening our Playgroup program through a PACE project focusing on the creation and professional publication of children’s learning stories by parents.

4. Secondary Pathway programs – Stage 1 photography exhibition, Trade Training Centre courses, Driver’s Licenses through TAFE, local work experience program and Wiltja Experience trip.

5. Camps and Excursions: Attendance trips to Yulara and Alice Springs, Barunga Festival, Outback Marathon.


4. SITE IMPROVEMENT PLANNING AND TARGETS

Pipalyatjara Anangu School underwent site review and validation in 2013. The following recommendations were made by the review panel. In 2014 the school decided upon future actions towards meeting these recommendations. The following report outlines our progress towards implementing these actions and meeting our Site Improvement Plan targets.

1. Revisit the moral purpose and vision for the school

**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.

The school vision statement is displayed in every room in the school and has been translated into Pitjantjatjara language. The teaching staff refers to the vision statement in the course of the
teaching and learning experiences in the classroom and beyond, to embed the vision statement into school culture.

A lengthy process involving teachers, AEWs, students and community and utilizing a variety of tools to engage stakeholders and gather and collate ideas resulted in the development of four core values by which we will conduct ourselves at Pipalyatjara Anangu School. Our values are respect, courage, care and learning. A values education program will explicitly teach and reinforce these values and assist to embed them into the language of our school. In 2015, we will introduce values awards to our assembly structure.

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 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.

NAPLAN results as data continue to create concern for teaching staff. Dialogue with staff indicates there is resistance to accepting results as valid indicators of student learning. In addition, there is little data available to indicate growth as students often do not sit the NAPLAN in consecutive years. Notwithstanding, the Site Review team agreed to work with staff on identifying the students who will sit the NAPLAN in 2015 and determine some improvement strategies. The key strategy was improving access to the structure of the testing tool by teaching students the language and organisation of the NAPLAN.

Most aspects of the 2014 School Improvement Plan Literacy focus were undertaken with a degree of rigour during 2014.

Resources, both electronic and print, were updated after gaps were identified. Guided reading sets in particular were purchased, with a focus on acquiring texts featuring information genre. Students have also enjoyed a number of software initiatives designed to motivate and extend all aspects of Literacy development.

English PD included a series of onsite workshops on EALD Language and Literacy Levels, Oral Language acquisition and Assessment for learning, together with short segments at each staff meeting to facilitate regular engagement in professional conversations around literacy improvement. Topics covered various aspects of the Big 6, including Phonological Awareness and Reading for Comprehension, Accelerated Literacy and Guided Reading. Individual PD and support on Running Records and Concepts of Print was provided on request. PD on the Australian Curriculum and the institution of a new programming format developed familiarity with the Achievement Standards and Content Descriptors of the English Curriculum, together with the recording of the differentiation and assessment processes used to achieve the standards.

The whole site Reading program saw two agreed dedicated reading slots each day with all teaching and AEW staff rostered on duty to increase the number of children able to receive individual support towards achieving fluency. Personalised Reading Folders used in every classroom included new Reading Logs with goals, reading levels and targeted sight words. Emphasis was placed on developing phonological awareness and skills as well as increasing sight word knowledge.

Data was collected and assessed in line with an agreed annual schedule. Running Records were collected and collated by teachers each term and discussed at staff meetings, using disciplined dialogue. Graphs of progress towards individual targets were analysed each term and progress over the whole year assessed. Though an increased number of students met the target of improving by 6 levels, there is further need for a rigorous, ongoing, multifaceted focus to ensure all students attain their target.
Concepts of Print testing in the Junior Primary and Preschool revealed areas needing attention and the overall need for immersion in a print environment. A ‘Books in Homes’ program was implemented from Birth to 18 to increase students’ familiarity with and enjoyment of print. The Playgroup initiative of developing children’s learning stories for publication was an exciting initiative in making print relevant, exciting and accessible. The project was funded through PACE and will include an Educator’s Guide. Sets of the books and the guides will be distributed to all APY schools. Secondary students await with interest the publication of their stories in an Australia wide book of student writing.

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

**Actions for 2014:**

- Develop improvement measures.
- Collect data on improvement.

Oral Language testing mandated across the school identified the need for staff to focus on encouraging generation of oral and written sentence texts rather than individual words or phrases. Formal situational Oral Language lessons were commenced in the Junior Primary to facilitate contextualised sentence production while all classes worked on increasing student participation in production of oral texts.

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

**Actions for 2014:** Collect data on the success of the intervention strategies and review the process.

Wave 3 Intervention programs saw identified students receiving support at Preschool transition, Junior Primary, Primary and Secondary levels though staff availability meant some programs were suspended for periods of time. Students involved received systematic and targeted assistance to develop literacy skills and understandings. Transience of some students requiring the greatest assistance means that in some instances the support was limited by attendance but other students benefitted significantly. The data used to review the program in Junior Primary was sound/letter knowledge.

Further work on using data effectively to inform differentiated teaching programs and individual learning goals has been identified as a priority for 2015, together with active processes of developing and sharing these goals with students and families. Oral Language Development and Concepts of
Print including the sound / letter relationship will continue to be priorities. The reluctance of many students to write independently is a further issue that we will seek to address through the re-invigoration of the school’s Accelerated Literacy Program.

5. Form an improvement team to set evidence informed directions for secondary education and to then monitor and report on the progress.

**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.

The Principal and the Secondary teachers formed an improvement team to set directions for Secondary Education. The team met twice a term, first examining the SACE enrolment data and the completion of SACE credits, particularly compulsory Stage 1 subjects. While eligible students were being enrolled in SACE, they were completing Integrated Learning units and were not accessing the common LAPS in Literacy, PLP and Numeracy that had been created for APY schools. A process of enrolling but withdrawing students from courses rather than resulting them had inhibited some opportunities for achieving SACE credits. The direction set was that students would be enrolled in the PLP and Numeracy for Work and Community Life. In addition, students would engage in opportunities to complete VET competencies through the Trade Training Centre.

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 Junior Primary (R – 2) class. Two Aboriginal Education Workers support the class teacher and students at all times of the school day. 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 a further 2 Aboriginal Education Workers in a composite 3 – 6 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 2014, 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 Leah Vogler (a classroom management and engagement consultant) to increase capacity to change teacher behaviour and understanding about the purpose of behaviours and key strategies for preventing misbehavior before it needs to be managed.

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 developing strategies for 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. Reading levels are improving at a targeted rate as 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.

5. STUDENT ACHIEVEMENT

5.1 NAPLAN

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 but in some instances we had only one student in a particular cohort. 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. One area of growth at Pipalyatjara in 2014 was that a greater number of students than in previous years returned to sit the second day of tests, showing possibly lessening concern as they are becoming more familiar with the tests.
The data does provide the benefit of illustrating some areas wherein we need to focus. The data from 2014 does reveal the following pictures:

- Students at Pipalyatjara are performing below the region and index in almost all sectors.
- At Year 3, performance in the numeracy test is significantly above both regional and national figures – a total influenced by the high results of two students. At Year 5 and Year 7 levels numeracy results are nearly at the index and just below the region but reflective of sound skills.
- Reading growth is occurring but is not meeting site or regional targets.
• Writing and spelling remain essential focus areas for improvement at all year levels with the figures becoming further below region and national figures with each year level increase.

• In Year 3 grammar results are close to the index and region figures but fall away in Year 5

• Reading in Year 7 is closest to the index and region figures but reading remains an essential area of focus for improvement particularly in the younger year levels

### 5.2 Senior Secondary

#### Students in Yr 12 Undertaking Vocational or Trade Training

<table>
<thead>
<tr>
<th>Training/Certificate</th>
<th>Students</th>
<th>Credits</th>
<th>Year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate 1 Hospitality</td>
<td>Kristelle Ward</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Bronwyn Paddy</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Certificate 3 Child Services</td>
<td>Kristelle Ward</td>
<td>3 units</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Students in Year 11 and 10 Undertaking Vocational or Trade Training

<table>
<thead>
<tr>
<th>Training/Certificate</th>
<th>Students</th>
<th>Credits/Number units</th>
<th>Year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate 1 Hospitality</td>
<td>Nadia Peters</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Shadrack Nelson</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trina Robertson</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethan Watson</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eric Trigger</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fabian Paddy</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Certificate 3 Child Services</td>
<td>Charmaine Paddy</td>
<td>3 units</td>
<td>11</td>
</tr>
<tr>
<td>Certificate 1 Construction</td>
<td>Justin Young</td>
<td>6 units of competency</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Marlya Martin</td>
<td>5 units of competency</td>
<td>10</td>
</tr>
<tr>
<td>Apply First Aid</td>
<td>Charmaine Paddy</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

#### SACE

Four Integrated Learning subjects were resulted at Stage 1 in 2014. The table below shows the number of students receiving SACE credits.

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>Number of Credits</th>
<th>Number of students completing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Football</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Mind Matters</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Eco-Tourism</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Five students were enrolled in the PLP in 2014. Two students were resulted at C, one student is pending and two students were withdrawn.

SACE completion is becoming stronger as students achieve more credits through VET studies at the Trade Training Centre. The successful achievement of the PLP by two students will be built on by enrolment in the compulsory Stage 1 Literacy and Numeracy LAPs and investigating ways that Pipalyatjara students might achieve the Research Project.

The graph below provides an overall grade distribution for the school and State, calculated using the grades of all enrolments that were awarded a result in all subjects, for the current year.
Pathways to employment was a major focus in 2014, with senior students engaged in a local work experience program, licenses training at the local TAFE and First Aid training. Two students will be supported to transition to the workplace in 2015. Kristelle Ward will apply for a traineeship in Education at the Pipalyatjara Anangu School and Dellick Nelson will be exempted from school and working with Land Management.

Students receive certificates of completion for Cert 1 Hospitality (left) after preparing food for a Partnership Meeting (right).
6. STUDENT DATA

6.1 Attendance

The data shows that attendance in all but one year level decreased from 2013 to 2014, despite the Remote Schools Attendance strategies. This Federal initiative is a 5 year plan to improve the attendance rates of Aboriginal students, with a particular focus on remote communities. Of particular concern is the steady decline of attendance rates in the Reception year. Strong attendance patterns in the Early Years, predicts patterns of attendance for the duration of schooling.

Pipalyatjara Anangu School has developed strong relationships with the Remote Schools Attendance Strategy team and other service providers in Pipalyatjara and Kalka. The conversation of attendance is a regular feature of Governing Council meetings, Service Provider meetings, Community meetings and staff meetings.

Analysis of the data through disciplined dialogues has revealed that incentives for attendance to both high attending students and their families, does not target non-attending children or their carers. While incentives and rewards will continue to be provided to high attending children (such as attendance camps and class awards) the school and RSAS team will tailor family engagement strategies to build relationships with the families of children who do not attend school regularly. In addition, the school and RSAS team will investigate education and parenting programs that empower families to re-invigorate cultural practices and familial relationships that strengthen the value of Western education and strong school attendance.

The Playgroup and Preschool are integral to the role of strengthening and familiarizing parents with the education setting and the importance of early learning to close the gap for indigenous children. In 2014, an Art based PACE project for engaging parents in becoming ‘families as first teachers’ was funded.
6.2 Destination

![Graph showing destination data]

7. CLIENT OPINION

The annual client satisfaction survey demonstrated general satisfaction with leadership and decision-making, and quality of teaching and learning. There was a small amount of dissatisfaction with learning support in the areas of behaviour management, particularly in regard to bullying. The site undertook a review of our behaviour management processes and procedures relating to the documentation, analysis and strategic improvement of bullying behaviours.

It is noteworthy that communication with parents formed the largest part of dissatisfaction in the survey. The client survey revealed there was concern about the variety and effectiveness of parent communication.

Support of Learning

![Bar chart showing support of learning data]
Relationships and Communication (Part 1)

- I am happy with the opportunities I have to discuss and receive: 17% Strongly Agree, 83% Neutral, 17% Disagree, 17% Strongly Disagree.
- I have opportunities for effective communication with other staff: 17% Strongly Agree, 83% Neutral, 17% Disagree, 17% Strongly Disagree.
- I am supported in discussing issues with other staff: 17% Strongly Agree, 17% Agree, 67% Neutral, 17% Disagree, 17% Strongly Disagree.
- Parents’ input is valued in this school: 17% Strongly Agree, 17% Agree, 67% Neutral, 17% Disagree, 17% Strongly Disagree.
- Staff and students at this school care about each other: 33% Strongly Agree, 67% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- There is good communication between staff in this school: 33% Strongly Agree, 67% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- I am encouraged to discuss and share teaching methods and..: 33% Strongly Agree, 67% Agree, 50% Neutral, 50% Disagree, 50% Strongly Disagree.
- Teachers feel appreciated for the work that they do in this...: 17% Strongly Agree, 50% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- Teachers can freely express their opinions or concerns to...: 17% Strongly Agree, 50% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- There is a broad variety of communications that inform parents...: 33% Strongly Agree, 67% Agree, 33% Neutral, 17% Disagree, 17% Strongly Disagree.

Relationships and Communication (Part 2)

- Staff at the school respond appropriately to students’ and...: 17% Strongly Agree, 50% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- Our school keeps parents informed of what goes on at the...: 33% Strongly Agree, 67% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- Our school involves the staff in developing the school’s vision...: 17% Strongly Agree, 83% Agree, 67% Neutral, 67% Disagree, 67% Strongly Disagree.
- There are positive relationships between teachers and students...: 17% Strongly Agree, 67% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- I feel I belong in this school: 17% Strongly Agree, 67% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- I am happy to be at this school: 17% Strongly Agree, 67% Agree, 33% Neutral, 33% Disagree, 33% Strongly Disagree.
- Staff at this school respect each other: 17% Strongly Agree, 83% Agree, 67% Neutral, 67% Disagree, 67% Strongly Disagree.
- Students from all backgrounds and cultures are treated fairly...: 17% Strongly Agree, 83% Agree, 67% Neutral, 67% Disagree, 67% Strongly Disagree.
Quality of teaching and learning

Leadership and Decision-making

My School website
http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management


The EDSAS Behaviour Management report for Pipalyatjara Anangu School indicates that the behaviour type that occurs most frequently is ‘threaten well-being’. All staff record bullying incidents under this behaviour type. The second most frequent type of behaviour is ‘violence – threatened or actual.’ The school has revised the anti-bullying policy and implemented a values education program to address bullying, particularly through different types of teasing. Students use visual cues to describe types of teasing so that it can be addressed in more targeted ways with perpetrators.

A commitment to funding a Well-being Coordinator has seen the development of behaviour management flow charts that create a visible process for dealing with bullying.

Violence is a common response to bullying and teasing. Education programs around anger management are being introduced to combat this response.

8.2 Relevant History Screening (formerly Criminal History Screening)

PYEC brokered an MOU with DCSI in response to the long delays in processing Anangu Staff. As such PYEC contribute funding to support a 0.5 salary in DCSI. Since the signing of the MOU 60 police clearances have been achieved including 5 from Pipalyatjara. The table below outlines the overall success of this strategy.
Current Totals:

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleared - General</td>
<td>55</td>
</tr>
<tr>
<td>Cleared - Specific</td>
<td>0</td>
</tr>
<tr>
<td>Not cleared</td>
<td>0</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>5</td>
</tr>
<tr>
<td>Awaiting applicant's response</td>
<td>4</td>
</tr>
<tr>
<td>Awaiting Engagement</td>
<td>1</td>
</tr>
<tr>
<td>Awaiting applicant's consent</td>
<td>0</td>
</tr>
<tr>
<td>Awaiting SAPOL</td>
<td>1</td>
</tr>
<tr>
<td>With Management</td>
<td>3</td>
</tr>
<tr>
<td>Awaiting NSS</td>
<td>7</td>
</tr>
<tr>
<td>To complete AB</td>
<td>6</td>
</tr>
<tr>
<td>Awaiting Error on Application</td>
<td>1</td>
</tr>
<tr>
<td>Awaiting Other Agency (DECD)</td>
<td>0</td>
</tr>
<tr>
<td>Ready to Clear - Awaiting Original</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
</tr>
</tbody>
</table>


8.3 HUMAN RESOURCES - Workforce Data

8.3.1 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>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>13</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>11</td>
</tr>
</tbody>
</table>

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.
8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>8.00</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$1,789,524.10</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$29,209.09</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other</td>
<td>$29196.45</td>
</tr>
</tbody>
</table>

10. Preschool

National Quality Standard

Early Years National Quality Standard Readiness for assessment and rating against the National Quality Standard (NQS) has been a major focus for 2014. Due to unforeseen circumstances the planned assessment of the preschool did not occur, however an encouraging discussion and report was given by the assessor Sally Barnes who highlighted the strengths of the preschool program, and what areas needed strengthening. The outdoor area was highlighted as needing improvement and the landscaping of this area is planned for 2015. Relationships with the children and parents, the nutrition program and play based learning were highlighted as strengths at Pipalyatjara Preschool.

In 2014 playgroup for 0-3’s and their families ran five days per week in Pipalyatjara Preschool. Preschool and playgroup joined together for music lessons and for collaborative arts based projects. This strengthened the transition for children from playgroup to preschool, and enabled the teacher to form positive relationships with their families.

Anangu Education Workers in Preschool In 2014 the preschool had a number of AEWs working with us. There was a strong focus on learning Pitjantjatjara songs and stories, and we had two successful bush trips. Due to family reasons, Verna was only at preschool for some of the year and was a highly valued member of staff. Rosie Nelson also joined in teaching the children, and delighted in seeing her “tjitji ninti” learning at preschool.
Children’s Learning

This year there the key focus areas were Anangu culture, play based learning, nutrition program, and English language and literacy. The preschool curriculum is founded on the Early Years Learning Framework (EYLF). Each day the children were given a healthy fruit snack and lunch. Parents were invited to share lunch with us. The food for lunch was purchased from the Pipalyatjara Mai Wiru store in order for parents to see that healthy food was both affordable and enjoyable. Twice a week the preschool children would join in cooking the food for lunch. Parents were vital to the preschool program, and the teacher and AEWs had regular conversations with the parents and community about what they wanted their children to learn. In addition to this, posters featuring the children playing at preschool were displayed at the store and clinic to show families what learning was occurring during their children's day.

Play based learning - develops fine motor control, language skills, social interactions and imagination.

The preschool has developed an effective transition program between playgroup and preschool and between preschool and the junior primary class. Children complete transition visits in the term prior to starting full time in preschool/junior primary. 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 very 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.
During Term 4 all but one of the children attended 80% and above when in community. The children who attended 100% each week were given a prize and certificate at assembly on Friday.

Involving families in the preschool program by celebrating their children's birthdays and sharing information during home visits.