

Ernabella Anangu School Annual Report 2013



Government of South Australia

Department for Education and
Child Development

Context

School Name:	Ernabella Anangu School	School Number:	1034
Principal:	Ms Sue Record	Region:	Aboriginal Lands

Ernabella is a remote indigenous community in the far North West corner of South Australia. It is the largest community in the Anangu Pitjantjatjara Yankunytjatjara Lands and is nestled in the Musgrave Ranges. It lies around 1440 kms from Adelaide and 450 kms from Alice Springs.

The community and surrounding homelands make up a population of around 500 people.

The School consists of the Children and Family Centre (Birth – 3 year olds), Preschool (3- 5 year olds) and 8 classes (2 junior primary, 3 primary and 3 secondary). NIT subjects include music, design & technology and Anangu language & culture. The school also has a well-known choir.

Students speak English as a second, third and sometimes fourth language. Pitjantjatjara is the dominant language with English spoken only at school.

At the term 2 census enrolment numbers were 153, being made up of 38 junior primary students, 61 primary and 54 secondary. 25% of these students are identified as a student with a disability.

PYEC is the governing body for all APY lands schools and sets the policy and educational guidelines within the DECD framework. Ernabella Anangu School provides representatives to sit on PYEC for its regular meetings.

2013 Highlights

Improving student outcomes is the business of Ernabella Anangu School. This happens by having an engaging curriculum that is responsive to student needs, high quality teachers, focussed leadership, and connections to community. The following are highlights that have contributed to student outcomes.

- SMART=ER Project (Strategies for Managing Abuse Related Trauma). Margarette Perry, Lisa Rigney and James Bodin have led the implementation of this project across the school. The focus strategy has been 'calming'. Data showed that there was improvement in class behaviour after breaks through the use of calming strategies.
- Professional Development has contributed to teacher quality. Professional Development included: Aboriginal Lands Conference which focussed on mathematics and the Australian Curriculum; Accelerated Literacy; Running Records; BELS First Aid; XO computers; report writing; assigning EALD levels; Disability Standards for Education; National Professional Standards for Teachers; Self review process; Australian Curriculum; Jolly Phonics and Jolly Grammar training; 'All Thing Literacy' meetings; and the NARIS Conference.
- The following teams have worked on improving processes, systems and structures in the school: Leadership Team, Behaviour Learning Team, Site Improvement Team, Personnel Advisory Committee and Work health and Safety committee.
- Events and visiting agencies have also contributed to student learning. These include Ernabella Sport and Dance, SA Museum, Crows and Power visits. The Pukatja Reggae Street Band was formed this year and played at several community events. Emmaus School visited again this year. The cultural day was a big hit.
- School camps to Adelaide (Senior Lads and Upper Primary) have occurred. The Upper Primary class did a visit to Wiltja. The Middle Primary class went a school camp to Alice Springs.
- Senior classes have participated in training at the Umuwa trade Training Centre.
- Several students were involved in the Andrew McLeod Youth Leadership and Governance program which had camps in Adelaide and at Umuwa.
- Several of the senior girls attended the Kunkgas Leadership Program in Yulara.

Report from Governing Council

<p>Chairperson: Milyika Carroll (Proxy Nami Kulyuru)</p> <p>Treasurer: Karen Ruwoldt - Finance Officer</p> <p>Secretary: Peter Ruwoldt – Deputy Principal</p>	<p>Community Members:</p> <p>Pepai Carroll</p> <p>Renita Stanley</p> <p>Tjimpuna Dunn</p> <p>Imuna Kenta</p> <p>Tjunkaya Tapaya</p> <p>Anne Jack</p>
<p>Staff representatives:</p> <p>Stewart Colin – Anangu Coordinator (term 1)</p> <p>Dirk Jackson – Anangu Coordinator (terms 2, 3 & 4)</p> <p>Umatji Tjitayi - Anangu teacher</p> <p>Nami Kulyuru – AEW</p> <p>Initji Windlass – AEW</p> <p>Kanytjupai Baker- AEW</p> <p>Kumanara Taylor- AEW</p> <p>Rosemary Armstrong-AEW</p> <p>Dianne Brown- AEW</p>	<p>Narelda Adamson – AEW</p> <p>Eva Wells – AEW</p> <p>Anmanari Wells – AEW</p> <p>Patrina Lawrie - AEW</p> <p>Jacinta Marks – AEW</p> <p>Sue Record – Principal</p> <p>Peter Ruwoldt– Deputy Principal</p> <p>Nelson Peters– AEW</p> <p>Hudson Lionel – AEW</p> <p>Warren George - AEW</p>

There were six Governing Council meetings over 2013 with representation at over 75% attendance. This is slightly below 2012 and is a result of ill health and cultural business. The Governing Council at Ernabella Anangu School continues to be strong in governance, advising on staffing, PYEC directives and future directions for the school. All financial, building and policy initiatives are developed in conjunction with Governing Council.

STAFFING

The Piranpa staff who continued from 2012 were Sue Record (Principal), Peter Ruwoldt (Deputy), Karen Ruwoldt (Finance Officer), Lisa Rigney (R/1 class), Amanda Phillips (Middle Primary), James Bodin (Upper Primary), Pip Lewis (Junior Secondary), Kelly Green (Literacy Intervention)

New Piranpa staff were Nadine Paukner (1/2 class), Jane Mitchell (Lower Primary), George Ciurak (Senior Lads), Pat Newman (Senior Girls), Hue Plumtree (D&T NIT), Nichole Runge (Music NIT), Margaret Perry (School Counsellor), Rosalie Richards (Student Support), Don Perry (Groundsman), Hannah Mulhall (SSO 1 day per week)

The AEW staff who continued from 2012 were Nami Kulyuru (Preschool), Initji Windlass (R/1 class), Rosemary Armstrong (1/2 class), Narelda Adamson (lower primary), Anmanari Wells (middle primary), Kanytjupai Baker (junior secondary), Rowena Taylor (senior girls), Eva Wells (Family centre), Jacinta Marks (R/1 class), Patrina Lawrie Windlass (R/1 class and front office), Dianne Brown (upper primary) and Dirk Jackson (Senior Lads in term 1 and Anangu Coordinator terms 2, 3 & 4). Umatji Tjitayi (Anangu teacher) taught language and culture. Stewart Colin began the year as Anangu Coordinator but retired at the end of term 1 due to ill health. Dirk Jackson took up the position from term 2.

We welcomed the following AEWs this year: Melinda Stewart (Preschool), Hudson Alison (D&T and Upper Primary class), Nelson Peters (Senior Lads) and Warren George (1/2 class).

SITE IMPROVEMENT PLAN FOCUS AREAS

ATTENDANCE

Our focus areas for 2013 were literacy and attendance. Margaret Perry (School Counsellor) has worked hard to follow-up absenteeism and lateness. The School Counsellor, Principal and Anangu Coordinator have met with families to discuss chronic non-attendance. This year the school bus has gone around every day to pick students up for school. Teachers have completed the Strategies for Managing Abuse Related trauma training so they are aware of how to best teach and engage

students. Weekly attendance prizes and a termly family prize have been implemented as incentives. Whilst there has been some improvement in attendance over the year, attendance is still an area that needs much improvement. Students must be at school if they are going to learn.

LITERACY

The other focus area for the year was literacy. The Literacy Intervention teacher (Kelly Green) has worked with targeted students to develop phonics and phonemic awareness. Kelly's position has been funded from the Next Steps Initiative grant. Student improvement for those students who have attended regularly has been positive. Teachers have been using the Accelerated Literacy pedagogy to support reading, writing and spelling improvement. Alida Cowan (AL Project Officer) has supported teachers with planning, programming and feedback on practice through classroom observations. Teachers have also been covering the 'Big 6' (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension).

SELF REVIEW

In term 3 the site went through an external validation process. This required leadership to present data and information about how the site is improving outcomes for students. The site was commended for the following: the work of the Literacy Intervention teacher and the Literacy Coordinator, staff involvement in the level 2 scan and improvement discussions, establishment of a site improvement team, shared leadership, succession planning, and the review of school wide policies. Recommendations included: further development of the level 2 scan data as an improvement planning tool, more work around oral language, more detailed review of attendance, further development of teacher quality linked to National Professional Standards for Teachers, and an analysis of secondary education. These recommendations will be addressed in 2014.

HIGHLIGHTS OF THE YEAR

Improving student outcomes is the business of Ernabella Anangu School. This happens by having an engaging curriculum that is responsive to student needs, high quality teachers, focussed leadership, and connections to community. The following are highlights that have contributed to student outcomes.

- SMART=ER Project (Strategies for Managing Abuse Related Trauma).
- Professional Development has contributed to teacher quality. Professional Development included: Aboriginal Lands Conference which focussed on mathematics and the Australian Curriculum; Accelerated Literacy; Running Records; BELS First Aid; XO computers; report writing; assigning EALD levels; Disability Standards for Education; National Professional Standards for Teachers; Self review process; Australian Curriculum; Jolly Phonics and Jolly Grammar training; 'All Thing Literacy' meetings; and the NARIS Conference.
- Events and visiting agencies including Ernabella Sport and Dance, SA Museum, Crows and Power visits. The Pukatja Reggae Street Band was formed this year and played at several community events. Emmaus School visited again this year. The cultural day was a big hit.
- School camps to Adelaide, Wiltja. and Alice Springs.
- Training at the Umuwa trade Training Centre.
- Andrew McLeod Youth Leadership and Governance program
- Kungkag Leadership Program in Yulara.

NAPLAN

Early in term 2 students in years 3, 5, 7 and 9 sat the NAPLAN which assesses literacy and numeracy outcomes of these year levels. Achieving the National Benchmarks of this test continues to be very challenging for our students due to issues such as English being a foreign language, hearing loss, poor attendance and lateness of some students, nutrition and health issues and family priorities such as football, shopping and visiting, make continuity of learning a challenge for some of our students. Although outcomes are below expectations we are proud of the growing resiliency of our students in the attempts they made in this testing. The majority of the students tried hard and approached the test with a positive attitude. We continue to look for teaching and learning pedagogies and strategies that will support student learning outcomes in literacy and numeracy. The area of most growth is between years 7 and 9 which we would expect as at this stage students have a better grasp of English and a more extensive vocabulary.

POLICIES AND PROCEDURES

Over the course of the year the school has been updating its policies and procedures including the

Site Improvement Plan, Bushfire Action Plan, Behaviour Management Policy, Bullying Policy and Attendance Plan. These are all important documents that help to guide us in our work.

FACILITIES

As part of an OHW&S Audit conducted by DECD the toilets were identified as being a WHS issue. Governing Council has written a letter to DECD to apply for funding to have a new toilet block installed. DECD have offered to refurbish the building but Governing Council believes, as a result of DECD's WHS audit that the toilets would still be below par. Further to this, there is no disability toilet for our disabled student. This is still being considered by DECD.

The need for a new staffroom was identified last year. Plans are still in progress for approval and additional funding for this from DECD. With over 30 staff the current staffroom is inadequate.

The other major project yet to be completed is the Family Centre and Preschool grounds upgrade. A landscape architect is drawing up plans so the work should commence in 2014. Extra shade will also be provided in these grounds.

Other works:

- The basketball court was re-fenced
- Grounds shed was extended to create extra storage space
- A container was installed at the end of the Skills Centre for extra storage.

Site Improvement Planning

Site priorities were literacy and attendance. Both of these priorities contribute to the Regional Plan, PYEC Plan, DECD Statement of Directions, the Aboriginal and Torres Strait Islander Action Plan, our Next Steps Initiative Plan and Principals as Literacy Leaders in Indigenous Contexts Plan.

What are we aiming to achieve?

Our goal for literacy was to improve outcomes in reading

1. LITERACY - READING

Target 1: 80% of R-2 students have a score of 20 points by term 4 2013 (students with at least 70 % attendance)

Target 2: 75% of students reach the documented targets by term 4 2013 (students with at least 70 % attendance)

Target 3: Improvement in reading comprehension skills as measured by a 10% increase in apparent growth of the national normed cohort as provided by ACER (refer pg 35 TORCH teacher manual).

How are we achieving it (i.e strategies and actions in 2013)?

Specific actions noted in the Site Improvement Plan to support improved reading are:

- Accelerated Literacy taught 4 days a week for a minimum of 45 minutes a day (Wave 1).
- Explicit teaching of the 'Big 6' (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) both within and outside of AL lessons.
- Daily reading of levelled books independently, in groups or to a teacher or AEW.
- Daily opportunities for students to hear and practice reading – reading being a part of all curriculum areas.
- Literacy Support Teacher (Wave 2 & 3 intervention)
- Oral language and phonics programs

A recent staff survey shows that most teachers have taught literacy using the Accelerated Literacy pedagogy for 3 days a week for a minimum of 45 minutes. The ALD Literacy Project Officer has supported schools and teachers in their implementation of Accelerated Literacy. Given that teachers have had this support it is disappointing that the 4 day recommended minimum teaching using the AL pedagogy has not been achieved.

Survey results showed that teachers felt confident to teach all aspects of the 'Big 6'.

The Literacy Support teacher continued to work with students one on one or in small groups implementing a multi-prong approach in an effort to improve reading levels. This included work on focus phonemes and high frequency words, word building activities to develop understanding of the skill of reading by analogy, practicing blending and segmenting, expanding vocabulary and meaning of words as well as regular reading of leveled texts.

What are the results telling us? (based on the strategies and actions implemented)

Data shows positive improvement in reading levels and reading behaviours. On average students could recognise 14.8 more sounds when shown a letter after intervention. Average improvement in sight word recognition 39 more words after intervention.

Of the 20 students in the intervention program 2 were missing a data set. Seven students' reading level did not improve. However, the remaining 12 students' reading level did improve. The least improvement was 2 levels and the most, 12. The average improvement was 5.6 levels. All students bar one achieved the Site Improvement Plan's target of proposed growth of between 3 and 4 reading levels.

Only one student had consecutive TORCH test scores. This student did not achieve the targets. More focussed and frequent review of student achievement data including reading targets as part of ILPs will be a goal for 2014.

What are the next steps and implications?

Overall there was improvement in many of the skills required for reading with the exception of blending and segmenting 4 sounds. Given that the students speak English as a second, third or fourth language this is not surprising. The cognitive load to do this task would make the task very challenging for these students.

The next steps are to ensure:

- Accelerated Literacy is taught for a minimum of 4 lessons a week
- The teaching of the 'Big 6' both within and outside of AL lessons
- Continued daily reading of leveled books and close monitoring of student progress (running record data to be taken once a term as opposed to twice a year)
- Introduction of a whole school oral language program
- Introduction of a whole school phonics program (Jolly Phonics)

What are we aiming to achieve?

Our other site focus was attendance.

2. ATTENDANCE

Target 1: Increase attendance to 90% attendance by term 4, 2013 (students currently attending 70%)

Target 2: Increase attendance by 20% by term 4, 2013 (students currently attending less than 70%)

How are we achieving it (i.e strategies and actions in 2013)?

Specific actions noted in the Site Improvement Plan to support improved attendance rates are:

- Rigorous, high quality curriculum, teaching and learning from birth to year 12
- Safe welcoming school and preschool environment
- Positive relationships
- Connections with community
- Teaching of culture and language

- Incentives for attendance
- Follow-up of absenteeism and lateness

Rigorous, high quality curriculum, teaching and learning from birth to year 12, safe welcoming school and preschool environment, positive relationships, connections with community, teaching of culture and language and incentives for attendance continued to be a focus throughout the year.

As a result of low attendance rates in 2012 a school counselor was appointed in 2013. The Counselor's role was to follow up absenteeism and to do a daily bus run around community to collect students.

The attendance plan that was developed in 2012 which included a weekly raffle of a \$10 canteen voucher for students with 85% attendance and a term raffle of two food hampers for families continued in 2013.

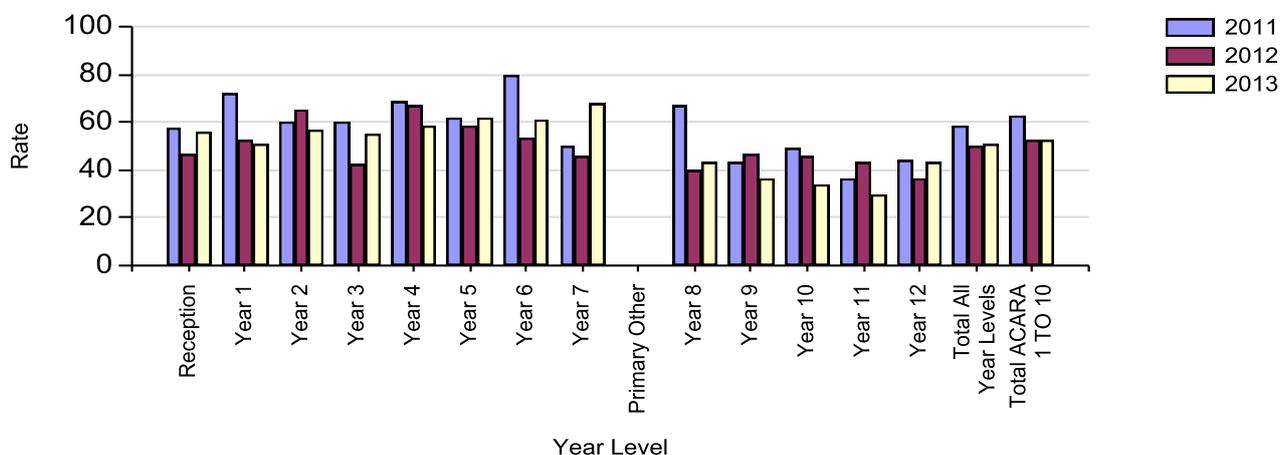
Additional strategies for encouraging attendance include health and wellbeing (daily breakfast program), and promoting positive relationships through the school values of learning, listening and looking after each other.

Despite these initiatives attendance rates continue to be a major concern.

What are the results telling us? (based on the strategies and actions implemented)

As the following data shows, overall attendance rates declined between 2011 and 2012 (58.6% in 2011; 50.4% in 2012) but there was a very small increase (50.9%) in 2013. Our highest attendance results are recorded in either year 5, 6 or 7 and our lowest results recorded in either year 10 or 11.

Attendance by Year Level



Data relating to health and wellbeing, and the promotion of positive and respectful relationships (including bullying and harassment), shows that students most dislike teasing which has been shown to affect their attendance (refer to Student Opinion Data).

What are the next steps and implications?

Attendance remains a significant concern and will continue to be an area for focus in 2014. A Federal Government Initiative to fund an Attendance Supervisor and several Attendance Officers in 2014 and 2015 is welcomed by the Governing Council. These officers will work closely with the Principal and

Counselor implementing a range of programs to encourage children to come to school and to support families in getting children to school.

Student Achievement

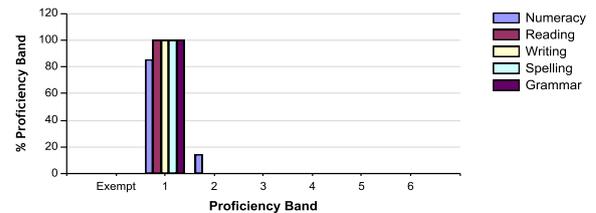
NAPLAN

Year 3 analysis:

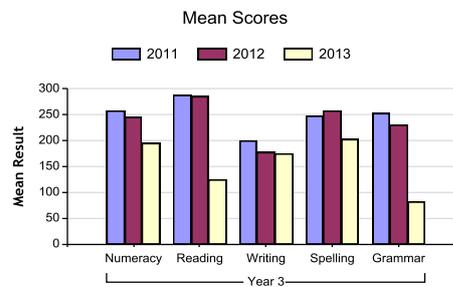
The 2013 NAPLAN results indicate students performed highest in spelling and numeracy. Areas for improvement are reading and grammar which have recorded declines in mean scores over the past three years.

The majority of students performed in the lowest two proficiency bands with all aspects of literacy recording 100% of students in the lowest band. Numeracy recorded 14.3 of students (ie 1 student) in band 2. The remaining 6 students were in band 1.

Year 3 Proficiency Bands by Aspect



Year 3 Mean Scores



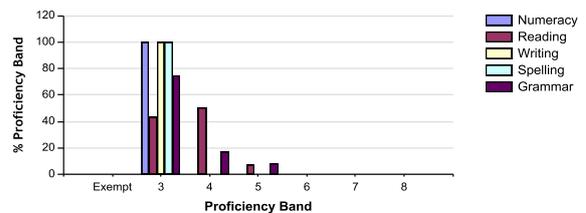
Year 5 analysis:

The 2013 NAPLAN results the largest improvement has occurred in reading. Now recording mean scores of 369. The spelling result is the highest recorded in three years. There has been a slight decline in all other aspects.

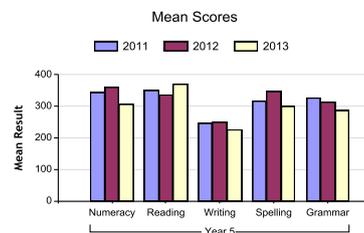
In terms of proficiency bands, results are spread across bands 3 to 5 with the majority performing in band 3. However, due to the small number of students (> N=14) this result needs to be treated with caution.

In numeracy and reading some students have recorded growth in the medium quartile of growth (ie 12% of students). However the majority of students have been placed in the lowest growth category when compared with students starting at

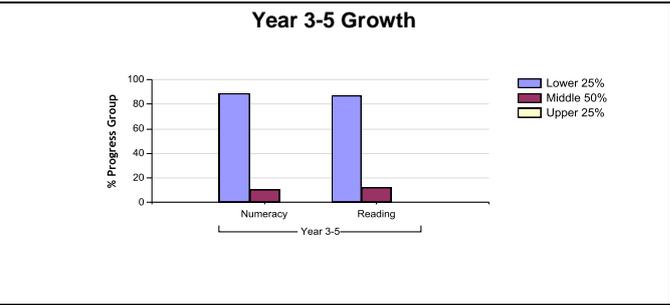
Year 5 Proficiency Bands by Aspect



Year 5 Mean Scores



the same growth point.

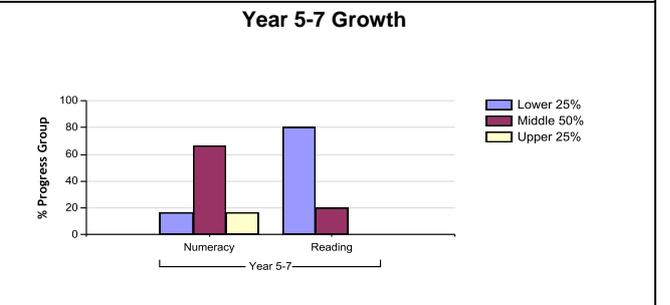
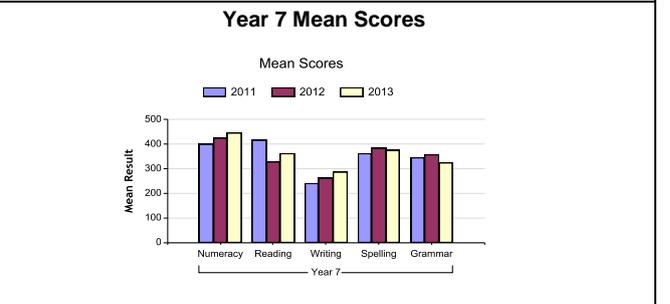
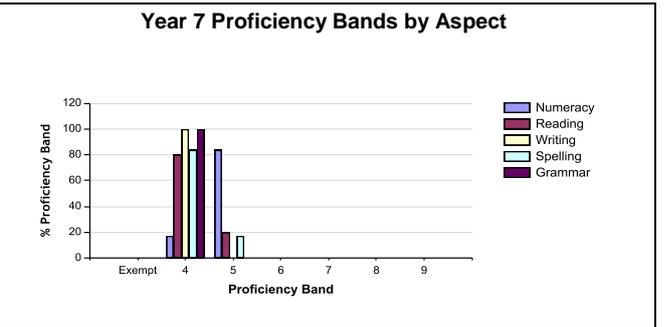


Year 7 analysis:

The 2013 NAPLAN results show a continued trend in numeracy and writing improvement (20 points in numeracy). Reading has also improved from 2012. Consistent with year 5, writing year 7 records the lowest mean score result.

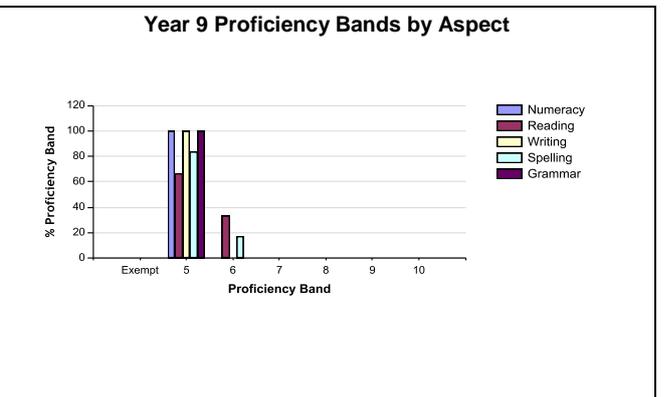
In terms of proficiency bands, results are contained with bands 4 and 5 with the majority recorded in band 4.

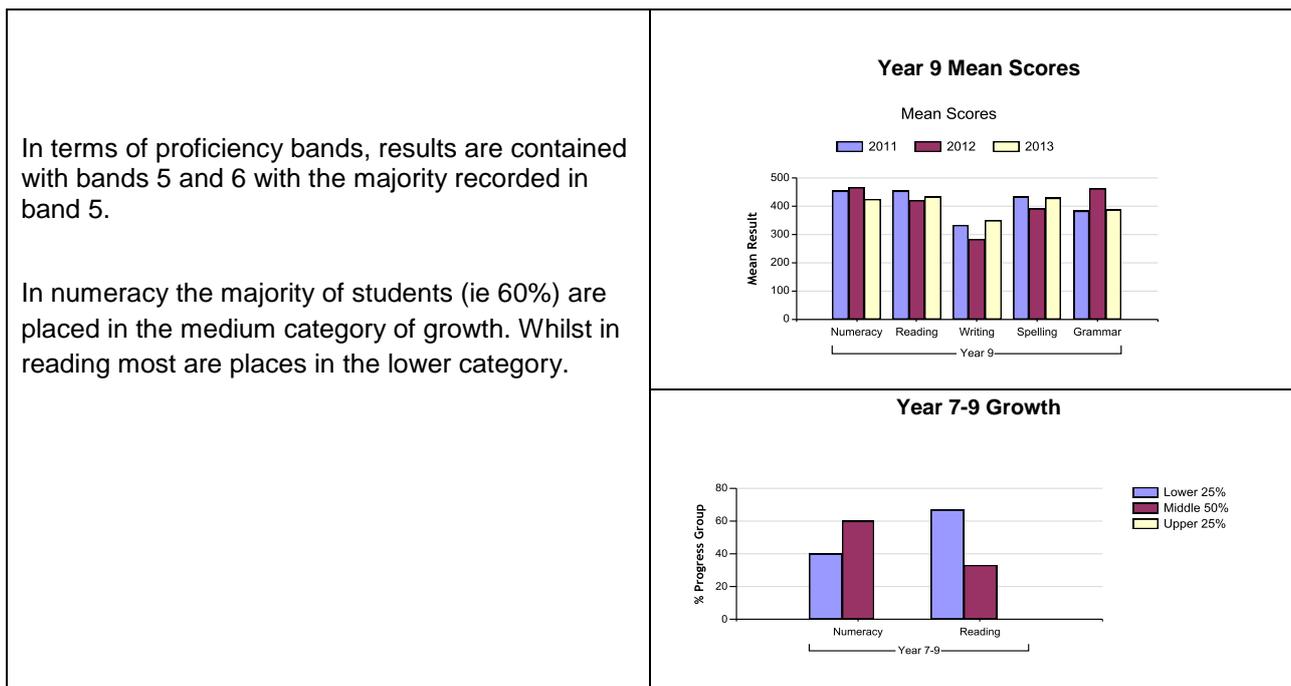
In numeracy the majority of students are placed in middle category of growth. However, in reading the majority of students continue to be placed in the lower quartile of growth.



Year 9 analysis:

The 2013 NAPLAN results show that improvements have occurred in reading, writing and spelling. The biggest improvement is 66 points in writing. Reading and spelling fluctuate consistently from 2011 to 2013. Writing has also fluctuated between 2011 and 2013 but has still recorded the lowest mean scores across all aspects.





Senior Secondary

Students in Yr 12 Undertaking Vocational or Trade Training

100% of students in Yr 11 and 12 are undertaking vocational or trade training certificate.

Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification

0% of students in Yr 12 attained a Yr 12 certificate or equivalent VET qualification

Post-School Destinations

Of the students who left Yr 12 (or earlier), no students went on to tertiary education, traineeships or further education and training. Employment data unable to be attained.

Student Data

Attendance

See above

Behaviour Management

BULLYING & TEASING

Bullying and teasing continues to be an issue however office time outs for bullying and teasing and take homes for violent behaviour have declined over the year. We believe this is a result of our strong focus on the school values (Learn, Listen, Look after each other) and the work that has been done as part of our involvement with the SMART=ER Project.

Client Opinion

Parent

Overall the results from the DECD parent survey were positive and showed that families felt welcome in the school and that staff listened to their concerns. As in previous years, teasing was noted as an issue, as it was in the student survey, however, families felt staff handled incidences of teasing well and there were strategies in place to deal with teasing in the classroom and the school yard. Many families commented that learning reading, writing and spelling in both Pitjantjatjara and English were important. Generally, families felt that staff cared about students and that this was important for learning.

Student

Overall student satisfaction with school was high. The majority of students surveyed liked coming to school and were positive and happy most of the time. Sport, mathematics, English and making friends rated highly in terms of what students liked about school. The most significant dislike related to teasing. Sickness, walking around community late at night and watching television were the three main reasons that stopped students coming to school. Students felt telling kids to listen to the teacher, more art, more sport and a swimming pool would make school a better place. .

Teacher

There were 16 responses to the psychological health survey conducted in term 3. Responses with regard to supportive leadership, role clarity, co-worker interaction, participative decision making and goal alignment were more positive than negative. Responses to appraisal and recognition, work demands and individual morale/distress were evenly spread equally across the range of responses. Group morale/distress was identified as an area for further development and will be a focus in 2014.

0.My School website

<http://www.myschool.edu.au/>

Accountability

National Partnerships

Stronger Smarter Next Steps Initiative

The school has continued the implementation of the Next Steps Initiative School Improvement Plan that was begun in 2011. The plan covers the priority areas of literacy, numeracy, attendance, and parent and community connectedness. The plan includes targets and strategies for achieving improvement in each priority area. Baseline data was collected in either late 2011 or early 2012. Progress data collection occurred in term 3 2012 and terms 1 and 4 2013. Some strategies have already achieved the 2013 target, for example attendance at PYEC meetings, number of cultural activities per term and 100% of students with an ILP. Literacy and attendance outcomes improved slightly, however they did not reach the targets. These areas have been discussed elsewhere in this report.

A School Community Partnership Agreement outlines how the school and community will work together to better support the education of Indigenous children and young people and includes a range of actions derived from the Ernabella Anangu School Site Improvement Plan and the Next Steps Initiative School Improvement Plan. Attendance, community engagement and early childhood are the key areas of the plan.

The partnership is based on three key principles shown to improve education and life outcomes for Indigenous students:

- Children who are expected to achieve at school and who have high expectations of themselves are more likely to succeed.
- A sense of cultural identity and the active recognition and validation of Indigenous cultures by schools is directly linked to student wellbeing and success
- The involvement of Indigenous Australians in educational decision making and the participation of Aboriginal Education Workers or community members in classrooms

Ernabella Anangu School and community want children and young people to be school ready, attending, engaged, learning and achieving. We believe:

- learning is enhanced when the curriculum is challenging, rigorous, relevant and caters for individual needs
- learning is strengthened when positive relationships are formed between students, their families and staff
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Staff

Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	21
Post Graduate Qualifications	15

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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	1.60	14.00	5.40	3.86
Persons	2	14	10	5

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$2,782,810.11
2	Grants: Commonwealth	\$163,862.57
3	Parent Contributions	\$0
4	Other	\$771,028.31