Yalata Anangu School and Yalata Child Parent Centre

2022 annual report to the community

Yalata Anangu School Number: 999

Yalata Child Parent Centre Number: 1629

Partnership: Anangu Lands

	Signature
School principal:	Mr Terry Casey
Governing council chair:	Mimi Smart
Date of endorsement:	19 March 2023

Government of South Australia

Department for Education

Context and highlights for the combined site

Yalata Anangu School is a R-12 school with Playgroup and Preschool 200km west of Ceduna in Far West South Australia. It is part of the Anangu Lands Partnership which includes schools from the Anangu Pitjantjatjara Yankunytjatjara Lands. Yalata community, with a population of around 300, is approximately 1000km from Adelaide. The primary language spoken in community is Pitjantjatjara but English is spoken often. Transience is high among students, but most children attend school when they are in community and there is a core group of strong attenders. Cultural and family obligations impact significantly on student numbers and attendance throughout the year. There is strong community support for the school with a supportive Governing Council and a strong Anangu presence within the school. The school is supported by Community Elders, SAPOL, Tullawon Health Clinic and Land Council to ensure strong community presence and engagement when learning on country.

Learning on country is an integral part of the teaching program at YAS. We provide opportunities for students to go on local excursions on country to access learning in our 2-Way Science program. 2WS is led by Anangu Educators and curriculum links are provided by teaching staff. They collaborate to ensure that students learn in both ways and access the Science Curriculum with rigor.

In 2022 we continued to provide support for the students and community during the COVID-19 lockdown periods and school holidays with innovative ways to connect through our school Facebook page, the SeeSaw app and connecting directly with families via messenger and phone.

The site leadership team consists of a Principal, Deputy Principal and Coordinator of Personal learning. The role of the Coordinator, is to lead teachers in the area of curriculum development and support staff to track and monitor student growth by engaging with data to inform next steps in student learning. The SIP moving forward will focus two goals in order to allow a narrow and deep approach to one curriculum area. The site remains focussed on creating a cycle of ongoing review of student learning, teaching capacity building and community involvement.

We have a strong and dedicated team of Piranpa and Anangu Educators. The Child Family Centre (CFC) which encompasses the playgroup and the preschool is a vibrant hub of learning for both children and their families. The Families as First Teachers (FaFT) program in the playgroup supports families to be an integral part of the early learning of babies through to 3 year olds and the preschool continues the learning journey with the connection to the 7 areas of Quality learning in the Early Years program. We have two teachers and two Anangu Educators in the CFC and support all ancillary staff to access Certificate 4 in Child Development and the FaFT training. This year was a challenge with staffing in the CFC with the Preschool teacher leaving in 2021. However, we were able to fill the roles is second term for the remainder of the year.

Highlights for 2022:

The TAFE camp to Adelaide in week 6 term 4 was a great success.

Nunga Next Gen: A group of lads came on a trip to Adelaide to participate in the Nunga Next Generation Football carnival.

Aquatics Camp:

We spent two days at Point Sinclair, each and every student worked so hard to support the school and was respectful, dedicated to the tasks and participated in everything. I am so proud of their actions, the staff support and organisation, it was a fantastic trip.

Ernabella dance

Gardening and cooking

Footy (weekends)

Bush trip - gardening and flowers

Governing council report

The AGM and first Governing Council meeting was in Term 1 and the council elected in 2021 were re-elected for 2022. Proxy members were appointed for each GC position to maintain a quorum during subsequent meetings. Due to continued issues with COVID restrictions meetings in 2022 not as regular however the GC members maintain a close contact with the school and often assist and lead on country learning. Major agenda items generally included; School Finances and Budgets, Pupil Free Days, Work Health Safety, Preschool, Enrolment, Staffing, School Culture, Communication to families, Ernabella dance, Community events, 2-Way Science.

Elected Council member	
Elected	Proxy member
Mima Smart Chairperson	Melvina Smart
Roslyn Peters	Polly Charra
Travis Dodd	
Deputy Chairperson	Jeremy Edwards
Denise Baker	AJ Peel
Le-Anne Cox	Verna Gibson
Winston Ginger	Milton (Noodles)

School quality improvement planning

Writing – As a site we completed Professional Development for teachers to undertake Big Write/ Big Talk (VCOP). However, this has not be implemented at this stage due to teachers believing it was a writing program instead of a tool. The action which had the biggest impact was spending more time as a site looking at LEAP levels, analysing the data and implementing high impact strategies. Having such a big staff turnover throughout 2022 meant we must have consistency when levelling and planning for effective learning. Staff have been involved in moderating workshops using the LEAP levelling tool, next steps for this would be supporting staff to use LEAP levelling data to inform teaching and set personalised learning goals for students. This will continue to support our action around clear learning intentions, explicit teaching, ongoing feedback and targeted differentiation. Leading on from step 4 staff prioritised the need to create, agree and implement an updated literacy agreement with new pedagogies included like Initialit. With also requiring further support around educator capacity in elements of the EALD teaching and learning cycle to scaffold explicit teaching of skills for writing. If we are able to support staff in this from the beginning of 2023, we will continue to see growth and engagement in students writing skills and achievement. The need for a finalised assessment schedule was also seen as a priority for next year. Making it visual and referred to regularly will allow for staff to be familiar and accountable for collecting correct data during required timeframes.

During 2022, we had a change of programs implemented to teach reading. Many of the actions surrounded the use of the Little Learners Love Literacy program however we have since moved to Initialit as part of the closing the gap initiative. This still meant we were working towards actions however they will need to be updated with the new program. We have observed that since implementing the new program students are indicating a higher level of engagement during phonics and reading lessons and teachers are being equipped with the skills needed to deliver these lessons. Wave 2 and 3 interventions has been prioritised throughout the year however due to lack of staffing has been made difficult at times. With a full staff in T4 2022 leadership have been working with staff to implement targeted wave 2 & 3 intervention with prioritised students which will hopefully be ready to pick up at the beginning of 2023. Attendance is still a factor in the success of this intervention.

# Preschool quality improvement planning

2022 was a strong start for the preschool with 10 children attending in Term 1. The goal of the PQIP is Developing children that are proud and competent communicators and learners in both Anangu and Pirinpa Ways. The actions identified the need to upskill all educators with the knowledge and understanding of how children develop to be competent communicators. Staff access to offsite training was limited this year however TEAMS meetings facilitated by the Anangu Lands Partnership Early Years Coordinator enabled staff to connect across the partnership and engage in collegial conversations around Early Years teaching and learning. Playgroup and preschool staff accessed the Early Years Conference in Term 1 at Umuwa and this provided them with an opportunity to work together with all schools across the Anangu Lands Partnership to develop shared understanding and approaches to teaching in the Early Years space and connecting with families and community to enhance the learning experience for all children.
Staff regularly attend staff meetings on site and review their own jobs and responsibilities. These meetings are also opportunities for rigorous discussions around timetables, routines, roles, challenges, successes, behaviour management, policies, children's learning needs, planning for learning on Country and personal development plans. This year the meetings occurred primarily with the playgroup and preschool teacher due to inconsistencies with AE attendance in the preschool.
The JP and preschool teacher worked closely together to support smooth transitions; this included the JP class visiting the preschool every week for shared learning and the preschool attending school assembly. A formal transition policy was developed in 2021 and transition visits from preschool to playgroup occur every Thursday from mid T3 until the end of T4.
The site continues to use the Seesaw platform to document, assess and share learning with families. During lockdown which were minimal in 2022, families were able to access the learning on the school Facebook page with the preschool and playgroup teachers regularly posting engaging lessons with the focus on reading.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading
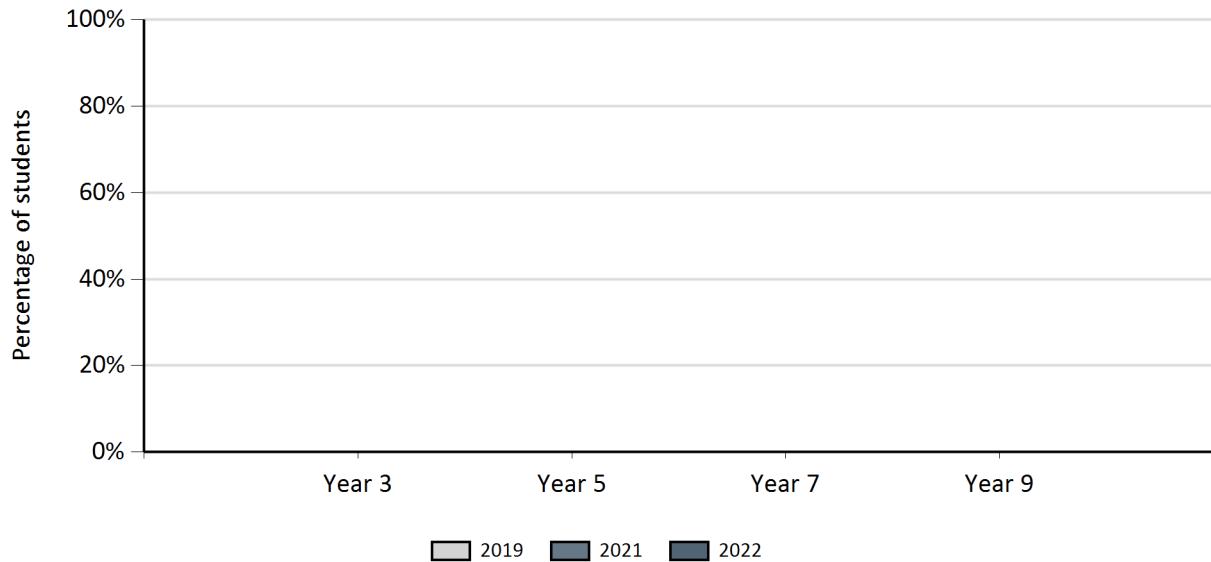
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
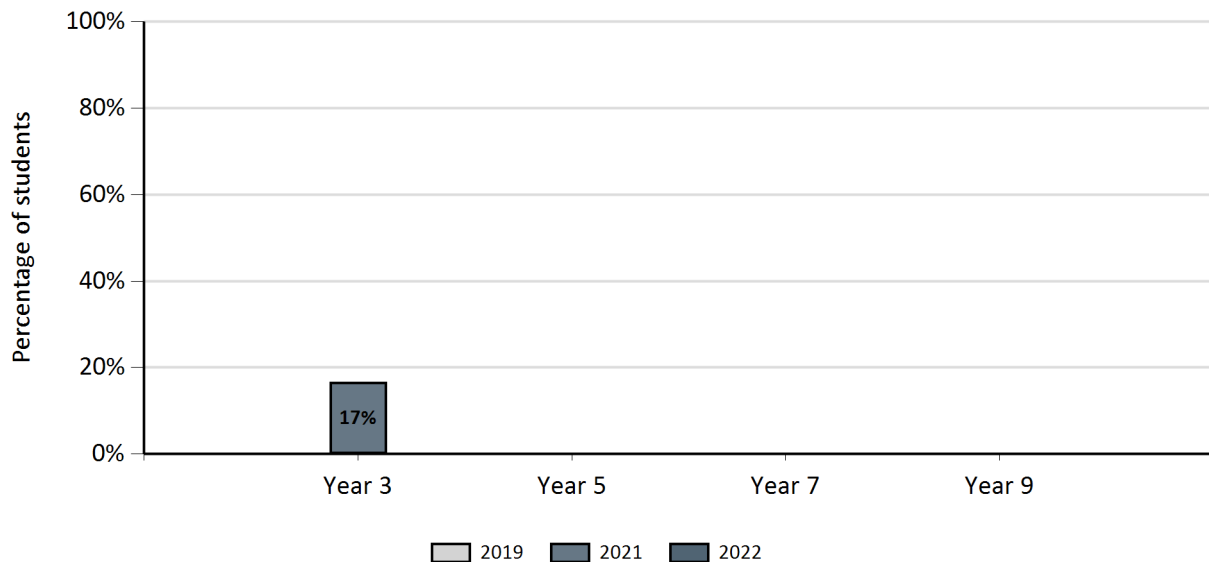
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	10	10	0	0	0%	0%
Year 09 2021-2022 Average	6.5	6.5	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
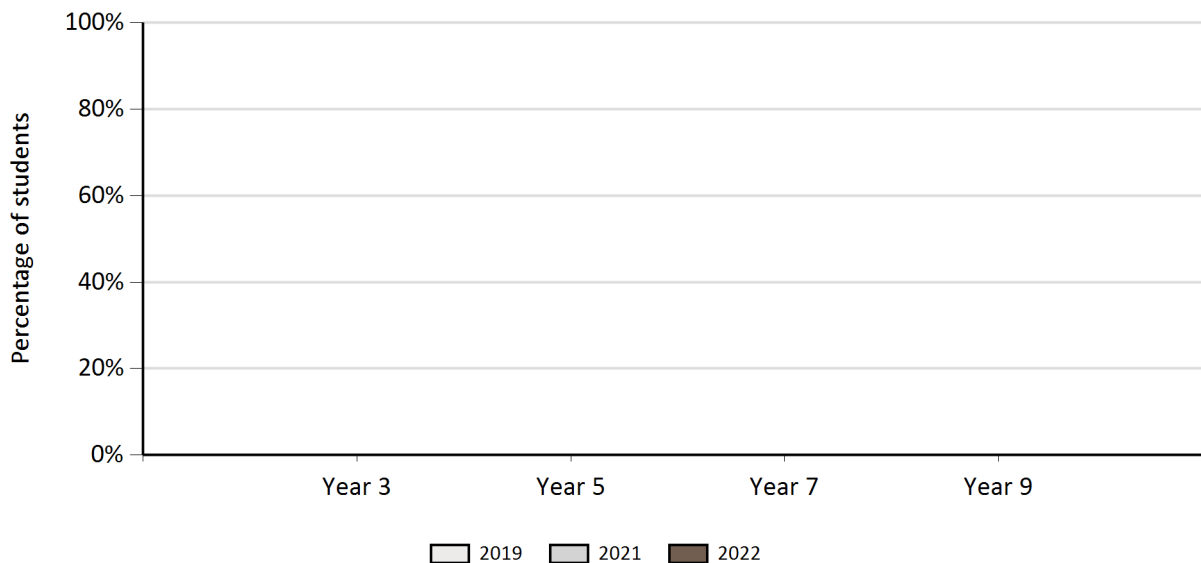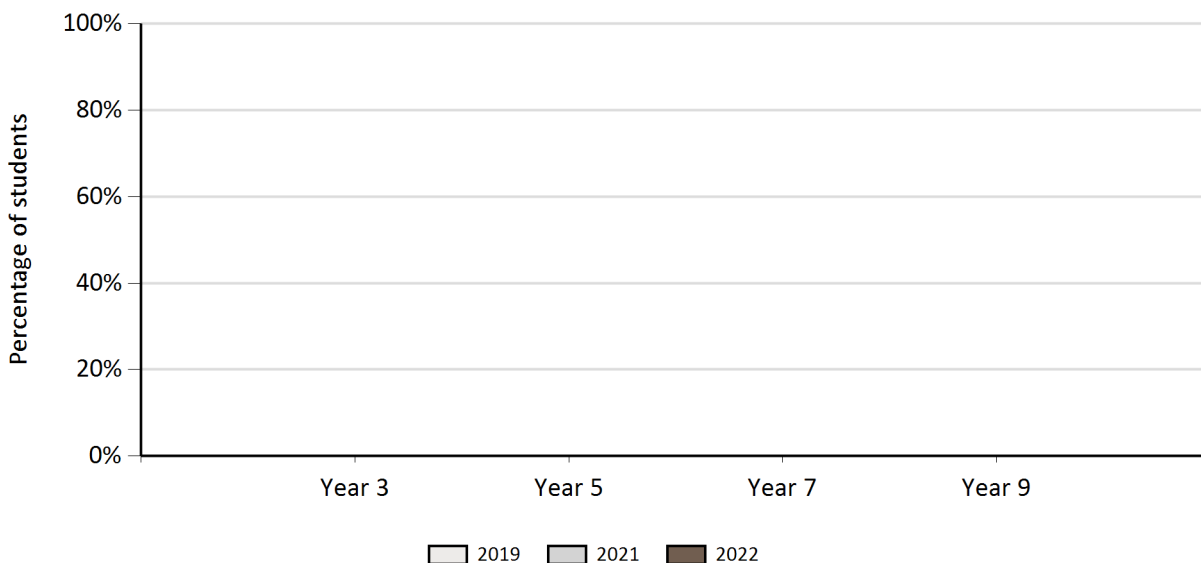Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	10	10	0	0	0%	0%
Year 09 2021-2022 Average	6.5	6.5	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
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**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Collection of data remained a focus for 2022 to ensure that we had a clear picture of where all students were on their own individual learning journey. During the year we focused on Muliilit programs as part of closing the gap and to provide trend data for aspects of the Big 6 of Reading to inform teaching and learning practices. The analysis of the data collected is in the early stages however we are moving toward being able to identify areas of growth for individual students and provide targeted teaching. Other assessment data utilised includes, PAT R and PAT M at Test 1 for years 3 -7 (Test 2 for years 8 upwards) to provide foundational data for analysis to inform planning, Phonics assessment – year 1 students, PASM 1 & PASM 2 R-4

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Collaborative teams regularly meet to monitor progress, analyse outcomes, and determine strategies responsive to the needs of individual Aboriginal learners and their data-informed learning goals regularly reviewed by staff and the leadership team.
The site is committed to raising the achievement of all Anangu students by building teacher capacity in classrooms to directly impact on classroom practice. The performance development processes implemented ensures that there is continued focus on student learning and teacher pedagogy.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

School performance comment

The focus for staff at Yalata Anangu School is supporting all students to improve in their writing skills, improve phonological awareness skills and improve general ability in Maths.

In 2022 we have seen students writing more and an increase in confidence in writing. Students are more engaged in writing and there has been more consistency in literacy blocks. Teachers use literacy checklists and have high expectations of their students. We have revisited our challenges of practice, target and success criteria of our SIP. Moving forward we will focus on staff development in the use of LEAP levelling to moderate student writing samples and collect and analyse data termly to inform planning of next steps for individual student needs.

We implemented the use of MultiLit with the InitiaLit program in the JP class and have seen a 100% growth in student achievement in

the R1 cohort. We have recognised that phonological awareness needs to be taught across the site targeting specific students from Foundation to Secondary. We utilise the SeeSaw app to collect evidence of learning, align this to the Australian Curriculum achievement standards and plan next steps for student learning based on evidence of growth. Moving forward we will provide educators with professional development in InitiaLit and MultiLit and introduce a consistent

approach to teaching phonics across the site.

Using Naplan data to ascertain student progress has been problematic as we were unable to analyse 2022 data as only a very few students participated in Naplan testing in 2022 due to COVID restrictions.

In 2022 we continue Learning through doing (LTD) maths approach that is culturally relevant and engaging pedagogy for our students. This LTD approach provides students with the opportunity to have hands on learning and builds on their knowledge incrementally.

Action moving forward is to focus on the implementation of LTD assessment to monitor and track student achievement and to replace Naplan data to determine student achievement and inform teacher practice.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	79.0%	69.4%	66.2%	73.6%
2020 centre	56.7%		58.9%	70.8%
2021 centre	32.8%	60.9%	41.9%	17.6%
2022 centre	64.6%	28.1%	29.5%	70%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	79.4%	48.2%	53.7%	77.4%
Year 1	75.9%	61.8%	59.5%	63.9%
Year 2	49.2%	73.4%	53.1%	49.3%
Year 3	58.0%	65.2%	55.0%	64.1%
Year 4	86.6%	38.1%	75.0%	77.7%
Year 5	76.1%	54.2%	42.6%	69.7%
Year 6	78.7%	44.8%	66.1%	41.8%
Year 7	74.6%	54.2%	47.4%	74.2%
Year 8	60.5%	20.1%	37.2%	48.1%
Year 9	40.3%	32.6%	15.2%	46.6%
Year 10	45.1%	44.6%	28.3%	28.9%
Year 11	49.1%	46.1%	39.1%	33.5%
Year 12	35.1%	11.9%	32.1%	29.3%
Secondary Other	66.0%	N/A	N/A	N/A
Total	62.6%	47.8%	44.1%	50.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

We have a dedicated attendance manager and Aboriginal education support person under the RSAS program. They support student attendance by;
o Increasing awareness in community of the importance of students attending school
o Recognising students who are regular attenders and presenting awards at weekly assemblies
o Consistent approach and regular picks ups at regular times of the day
o Engaging community to provide family information of when they are out of community for family/cultural reasons
Students attendance across the school is regularly 75-85% across R-7 when in community. Year 8-12 continues to be a challenge with engagement and retention of students when in community. Preschool and playgroup children are consistent in their attendance and with their connection to the Child Family Centre
Governing Council play a significant role in supporting the school attendance strategies. A focus in 2023 on Junior and Senior Secondary and FLO students will be required to ensure that their attendance rates improve.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	16	16	16	19
2020	17	N/A	7	13
2022	12	12	15	13
2021	8	8	16	14

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

We are working on the development of a whole site approach to behaviour management and will consolidate this in 2023.
Analyse of EDSAS data indicates that majority of incidents relate to bullying/teasing both in the yard and the classroom. In 2021 a new behaviour management policy was developed, in 2022 some classes implemented the strategies, collaboration and consistency across the site was the focus for 2021. With a new cohort of staff in 2023 we will re-visit the strategies and approach to whole site behaviour management.
Students are developing strategies from R-12 by the Health/PE teacher and through the KS:CPC curriculum in each class. Staff and students will re-visit the school values with the purpose of embedding them into all areas across the school. Berry Street Education training for all staff to support resilience in students commenced and will be implemented across the site from 2023.

Parent opinion survey summary

There was no formal DfE client opinion survey taken in 2022.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
999 - Yalata Anangu School	93.3%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
DE - DECEASED	1	3.3%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	3.3%
SM - SEEKING EMPLOYMENT IN SA	2	6.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	21	70.0%
U - UNKNOWN	2	6.7%
WA - LEFT SA FOR WA	3	10.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

The majority of Yalata students remain in Yalata community and attend Yalata Anangu School R-12. 6 children transitioned from the preschool this year.
Our Preschool children transition into the school with a dedicated transition program beginning in Term 3 each year. The R/1 class spend one learning session per week in the preschool to support the younger students with play based learning and the children who are transitioning into Reception the following year have the opportunity to go into the R/1 class for transition visits.
We have a long association with Wiltja Boarding and Avenues Secondary College in Adelaide, however due to COVID there were limited opportunities for students to access the short- or long-term visits in 2021. We were able to provide 7 students an opportunity to attend short term in Term 4, 2022 and will continue to provide opportunities for students to access the learning opportunities to transition to the college in 2023.

Relevant history screening

All staff including teachers and ancillary staff are trained in Responding to Abuse and Neglect and have the relevant DCSI criminal history screening.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	16
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.0	4.2	4.6
Persons	0	11	11	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$284,779,000
Grants: Commonwealth	$257,022
Parent Contributions	$0
Fund Raising	$2,572
Other	$82,603

Data Source: Education Department School Administration System (EDSAS).

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes		Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Training for Health/PE teacher in Rock & Water student wellbeing program. Purchase of wellbeing resources.	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Reduction in student behavior & supporting staff to engage in the program	Outcomes achieved or progress towards these outcomes:
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Social dramatic play resources (language)		Children's language and social skills development.
Improved outcomes for numeracy and literacy		Early Years Conference - Literacy and Numeracy Indicators training. Photocopier - printing resources and photos (sharing/reflecting on learning) Outdoor learning - numeracy concepts, vocab, problem solving Cultural resources- promotes language, identity, belonging, attendance	Considerable resource acquisition to improve student access to best practice resources. Training and Development of staff in Learn Through Doing, MultiLit, Little Learners Love Literacy.	Targeted academic areas trending upwards. Belonging/Resources - promotes attendance and engagement in preschool
	Inclusive Education Support Program	Training of teachers and AEs to support targeted identified students with one-on-one reading support and diagnostic assessment.		Growth in reading outcomes at individual student level.
Inclusive Education Support Program		Playgroup: Cooking programs, Learning on Country, Literacy/books, Full time teacher		Community members being involved with playgroup (growing baby's brain), engaging in resources and healthy living practices.
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Considerable resource acquisition to improve student access to best practice Training and Development of staff in Learn Through Doing, MultiLit, Little Learners Love Literacy. Bright path writing scales Training and Development of staff.		Targeted academic areas trending upwards. Development of First Language Maintenance Program.
Targeted funding for groups of students	Support for Anangu to teach their language. All teaching staff engaged in EALD training. 2-Way Science resources and access to staff PD	Travel expenses for Alternative Pathways students.		Better Support in classroom and increased student engagement in teaching and learning. Involvement with Umuwa TTC
Improved outcomes for non-English speaking children who received bilingual support	First language maintenance & development Students taking alternative pathways IESP support			

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

Program funding for all students	Australian Curriculum	Ongoing professional development in linking culturally responsive literacy pedagogy and literacy block to ACARA. 2-Way Science. MultiLit Little Learners Love Literacy Heggerty	Site wide targeted programs, increased engagement in literacy, particularly in daily MulitLit reading lessons.
	Aboriginal languages programs Initiatives	2 Way Science Language & Culture program	Upskilling Anangu Educators to lead the Language and Culture Program PD for AEs to teach phonics in language to support the literacy in the classroom
	Better schools funding	Training of Anangu staff to teach Language.	Classroom Teaching in both language with increased student engagement in the explicit teaching of literacy in English and Maths.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A