



Oak Valley Anangu School

Oak Valley Aboriginal School and Oak Valley Aboriginal School CPC

2022 annual report to the community

Oak Valley Aboriginal School Number: 1009

Oak Valley Aboriginal School CPC Number: 1841

Partnership: Anangu Lands

Signature

School principal:

Mr Kevin Kelly

Governing council chair:

Ethan Ingomar

Date of endorsement:

26 January 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Oak Valley is a small and very remote Anangu community set on the edge of the Great Victorian Desert, roughly 500 kilometres north-west of Ceduna. It is home to some of the most sacred land in Anangu culture. We have a small and transient student cohort who speak English as a second or third language. Although our students travel throughout the Central Desert region, often spending time in other APY communities, much of their time is spent in Tjuntjunjara, Yalata and Ceduna. The planned new houses have been delivered and a stabilised community population has seen the school enrolment grow by around 40%. The school's viability and ability to attract and retain quality staff, will depend on its capacity to maintain a steady cohort of students and it is hoped that ongoing improvements to housing and increased opportunities for employment, of which the school is a key component, will continue to see our enrolment grow. In 2022, the school commenced its first year of a new three year improvement cycle. Progress was made toward all directions despite some significant challenges. Staff continued to engage with a highly structured and thorough program of professional learning that was closely aligned to our Site Improvement Plan. Our Anangu staff, led by our Anangu Coordinator Hilary Williams, brought a consistency and dedication to their practice that had a significant impact on the learning at Oak Valley. We continued as the lead school in the 2WS cluster hosting multiple 2WS camps for schools new to the program including metropolitan schools. The opportunity for other remote and Indigenous schools to experience 2WS as practiced in Oak Valley was immensely valuable. The ongoing support and collaboration the school has developed with the Maralinga Tjarutja Rangers is a model of exemplary practice for Two-way Learning and Learning on Country. 2023 will prove to be a key moment in our improvement cycle as we look to improve outcomes for young people in Oak Valley. Highlights during 2022 included our Wiltja visits, aquatics camps, Ernabella Dance, visits from St Mary's College and Trinity College, our 2WS work with the Oak Valley Rangers and our participation in the 2022 Anangu Lands Conference.

Governing council report

In 2022, Ethan Ingomar was elected as Governing Council chair. Ethan is a young wati with deep family ties to Oak Valley and the school. Ethan began to learn about the responsibilities of being Council chair and was available for meetings and to fulfil his administrative duties. Ethan hopes to continue this into 2023.

School quality improvement planning

2022 saw Oak Valley begin a new, three-year cycle of improvement. Through the collaborative steps outlined in the Site Improvement Planning process, we chose two goals to focus on around reading and writing.

Many of our actions during 2022 were related to a shift in our reading goal in order to maintain alignment with Yalata Anangu School. OVAS committed to the Close the Gap initiative through MultiLit and completed the process of initial staff training and program implementation. Initial results and staff feedback has been positive. Evidence indicated gains, some significant, with all students at all levels commensurate with their attendance. It is hoped that the assistance provided by MultiLit will help to bring some much needed consistency in data collection and track students accurately across sites.

In 2023, OVAS will continue to align its other improvement goal in writing. This is the fifth year that schools in the Southern Hub have had a writing goal and their continues to be good progress. However, and in line with our directions, we must work hard on ensuring that the impacts from high staff turnover are mitigated by effective training and coaching.

Preschool quality improvement planning

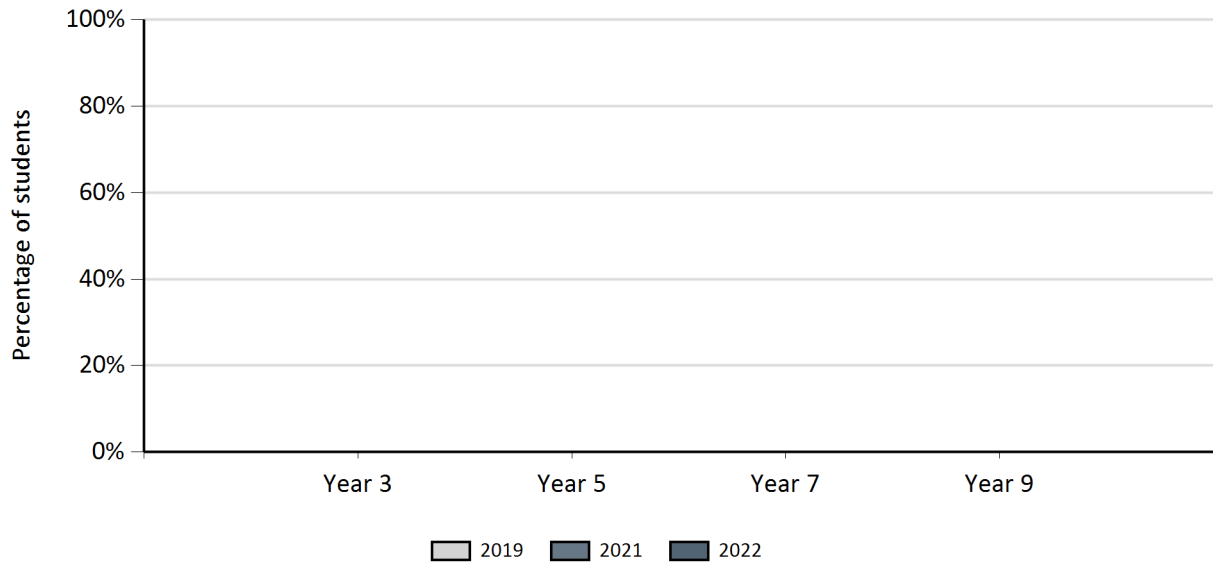
As an integrated program, the Oak Valley pre-school aligns its improvement agenda with the school through the Site Improvement Plan.

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

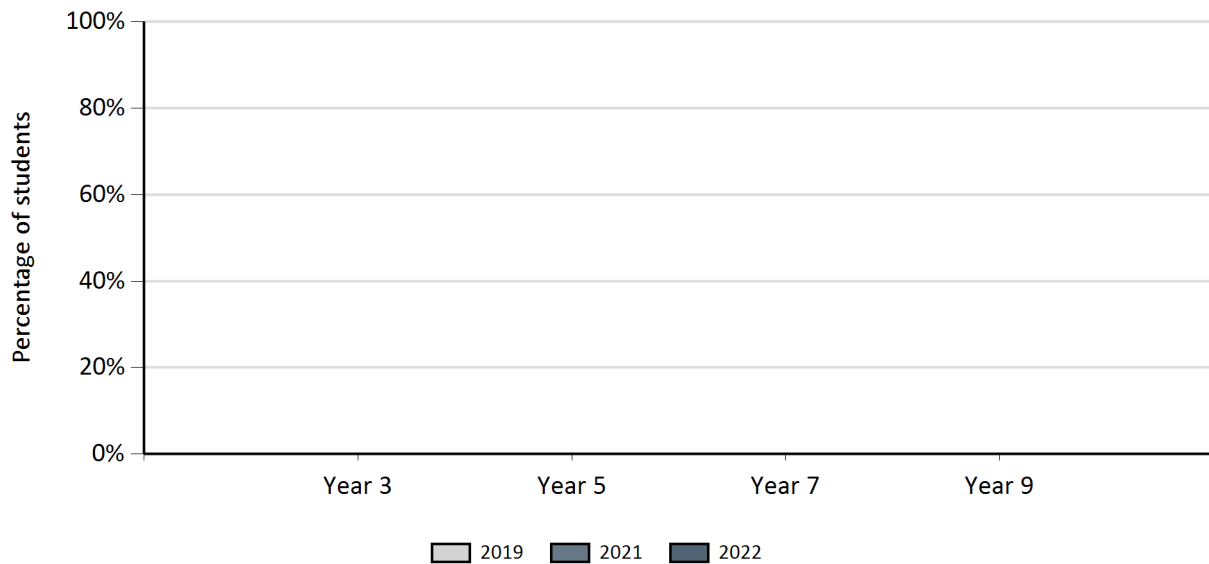


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

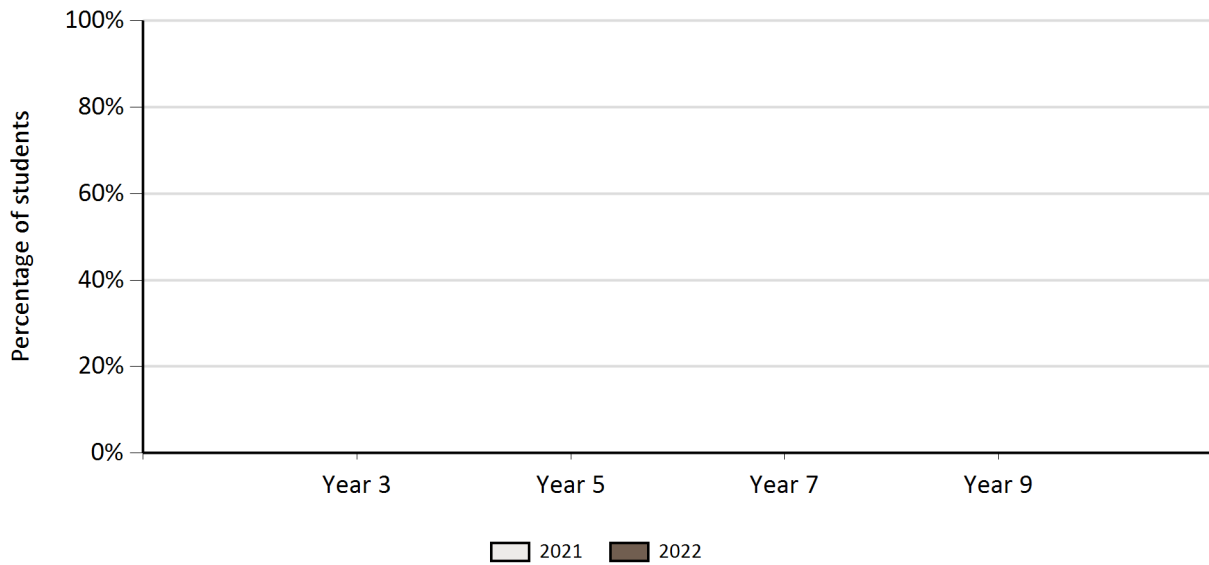
[^]includes absent and withdrawn students.

*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



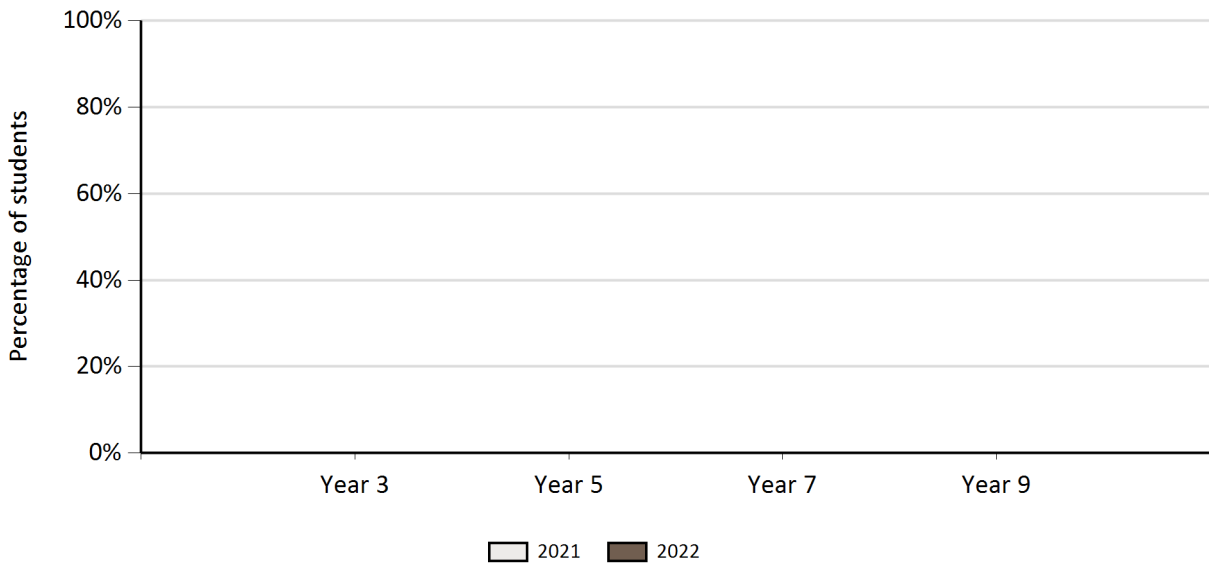
*NOTE: No NAPLAN testing was conducted in 2020.

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 2021-2022 Average	*	*	*	*	*	*

*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: Continuity of Learning

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

As a school with one-hundred percent Aboriginal enrolment, all our actions are focused to raise the literacy and numeracy achievement of Aboriginal learners.

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

Consistent growth by all students in writing and mark making using the Emergent Writing Skills Progression and Brightpath ruler including our first student achieving a score above 300.

Consistent growth in student reading results. Early students displayed positive oral language results with students in junior primary progressing well in alphabetic code acquisition. Upper primary and secondary students achieved positive outcomes in all MultiLit assessments with some students also showing rapid progress through the PM levels - one student progressed more than ten levels through 2022.

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

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

School performance comment

Staff at OVAS continuously reflect upon the impact our practice has on outcomes for our students. Despite this, outcomes for students can be notoriously difficult to quantify through standardised assessments given unpredictable and inconsistent attendance and English being the second or third language for most students. However, through our use of detailed, short cycle planning, Seesaw as a tool for collecting and reviewing qualitative evidence across the hub and the use of Brightpath and MultiLit summative assessment tools to provide consistent, moderated quantitative data we aim to collect high quality data. We strive to use this data to inform our practice and create tailored learning plans so that all students display growth commensurate to their attendance at school. We are committed to working with our community partners, particularly our rangers, to create rich learning opportunities for our students. We continue to provide access to the Wiltja program and work with other external agencies to deliver any components of any prescribed and extra curricula opportunities students are unable to experience normally. We prioritise the engagement of Anangu within our school and have a highly dedicated Anangu Coordinator and five Anangu Educators. Current feedback indicates our relationships with community are authentic and strong.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	27.5%	12.9%	14.3%	16.0%
2020 centre	10.0%		28.6%	18.6%
2021 centre	13.3%	42.0%	3.0%	70.0%
2022 centre	0.0%	0.0%	0.0%	50%
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	66.7%	N/A	88.1%	80.2%
Year 1	68.8%	80.0%	30.5%	63.9%
Year 2	73.2%	73.4%	32.7%	62.9%
Year 3	N/A	60.6%	53.9%	N/A
Year 4	100.0%	N/A	53.4%	83.3%
Year 5	N/A	66.1%	24.8%	89.2%
Year 6	75.0%	47.2%	43.8%	N/A
Year 7	100.0%	100.0%	43.2%	34.4%
Year 8	N/A	N/A	13.9%	42.4%
Year 9	N/A	N/A	15.1%	17.6%
Year 10	N/A	N/A	60.7%	41.7%
Year 11	N/A	N/A	N/A	100.0%
Year 12	N/A	55.6%	N/A	N/A
Total	78.1%	61.7%	42.8%	69.4%

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

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

Attendance comment

Attendance is high for students when they are in community but our data remains skewed due to students who enroll and leave without a known destination or contact from their next school. We have developed engagement strategies around pathways to employment for our senior students including childcare, education support and land management.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	4	7	7	8
2020	6	N/A	7	7
2022	3	3	3	3
2021	3	10	10	5

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 have strong, whole site practices around classroom management and behaviour support and good access to additional expertise through our Local Education Team. Strong and respectful relationships with families however is the foundation of our positive behaviour strategy.

Parent opinion survey summary

The absence of a culturally accessible version of the parent opinion survey makes the collection of quantifiable evidence difficult. However, familial engagement with the school on a daily basis remains strong and is a key aspect of our behaviour management strategy. Additionally, our Governing Council is active and we have ongoing working relationships with all service providers. During 2022, families were consulted on major work projects, school excursions and camps, student wellbeing programs and more.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1009 - Oak Valley Aboriginal School	100.0%	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	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	12.5%
U - UNKNOWN	14	87.5%

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

N/A

Relevant history screening

All school staff and community partners have been appropriately screened. However, having some Anangu staff complete the RRHAN-EC training can be difficult.

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	9
Post Graduate Qualifications	2

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	5.0	1.8	0.9
Persons	0	5	3	1

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

Financial statement

Funding Source	Amount
Grants: State	\$1,011,305
Grants: Commonwealth	\$0
Parent Contributions	\$0
Fund Raising	\$0
Other	\$55,000

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

2022 School Annual Report: Tier 2 Funding Report*

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

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
Targeted funding for individual students	Improved wellbeing and engagement	Improved access to healthy meals and school uniforms.	A decrease in significant behavioural issues meant students were able to engage in learning for extended periods, especially during the first two sessions.
	Improved outcomes for students with an additional language or dialect	FLMD resources and 2WS	Improved AE engagement and structure around FLMD teaching saw significant gains in FLMD outcomes. Our work with 2WS saw a greater number of students achieve year level standard in subjects other than literacy and numeracy.
	Inclusive Education Support Program	This funding was used to help with the wellbeing of particular students.	This funding aided in the student's transition between community schools.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	This funding was primarily used to engage with Two-way Science and Learning Through Doing numeracy.	Another increase in AE engagement which results in more culturally responsive learning and student engagement. Teachers are able to teach and assess students using learning relevant to their lives but which retains departmental expectations for rigour. While it remains difficult to cover all mandated aspects of the curriculum, those areas which are covered are done so thoroughly. All students showed growth commensurate with their attendance.
Program funding for all students	Australian Curriculum	N/A	N/A
	Aboriginal languages programs Initiatives	This funding contributed to our engagement with on site FLMD programs and resource creation.	FLMD is a focus at Oak Valley and we were one of the pilot schools for the PYP program and resources. While still in its infancy, there are positive signs that the additional structure will help ensure a sustainable future as we move toward the bilingual model. There is anecdotal evidence that students engaging in regular FLMD lessons display improved outcomes in second language acquisition across all year levels.

Other discretionary funding	Better schools funding	N/A	N/A
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A