



# Indulkana Anangu School and Indulkana Child Parent Centre

## 2022 annual report to the community

Indulkana Anangu School Number: 1174

Indulkana Child Parent Centre Number: 1586

Partnership: Anangu Lands

Signature

School principal:

Mrs Nina Thomas

Governing council chair:

Trisha Singer

Date of endorsement:

25 March 2023



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

At Indulkana Anangu School all of our students (except two of our Early Years learners) are Anangu and their first language is Pitjantjatjara and or Yankuunytjatjara.

The Principal of Indulkana, Nina Thomas, came on board in Term 4 2022. It had been an incredibly difficult year for the staff and the then Acting Principal. COVID had delayed the start to the school year and as a result fluctuating student attendance occurred.

Student attendance was also impacted towards the end of the year through Men's Business which saw some families moving between communities.

Term 4 2022 saw considerable progress in the school's direction with the previous SIP reviewed and a clear concise SIP developed, through consultation with staff and Anangu. In place are two clear goals: Reading and On Country Learning. Three Professional Learning Teams were also developed and are now in place; SACE, Well-being and Numeracy, in readiness for 2023 to target student leaning in these focus areas.

A staff agreement was also developed capturing how, as a team, staff would work together to address both internal and external complexities that impacted on their work to ensure that students received high quality learning and teaching.

This work served as the foundation for putting the school in a good position ready for the 2023 school year.

The current site leadership team consists of:

- 1 x Principal
- 1 x Deputy Principal
- 1 x Early Years Leader
- 1 x Personalised Learning Coordinator
- 1 x Language Coordinator
- 1 x Anangu Coordinator

## Governing council report

The Governing Council met once in 2022. Governing council business this year has been for the school to prioritise language and on country learning.

Council members worked with staff at the student Free Day in 2023 to plan on country learning with teachers. The SIP goal number 2, On Country Learning, captures the roles, responsibilities and expectations that the school and individuals will undertake in order to embed this learning within the whole school context.

## School quality improvement planning

Cycles of review in 2023 include:

Site Improvement Plan - a check in at every staff meeting informs how are we travelling in regards to meeting our goals, a half yearly and end of year review is scheduled for 2023.

The Sip is presented and reviewed at Governing Council. Council members are provided with an opportunity to view and question the SIPs progress and provide guidance in regards to continual progression.

As part of the Performance Development process, each staff member is expected to address how they are working towards meeting the two goals and provide evidence against the 'teacher responsibilities' aspects of the SIP.

The professional learning communities of SACE, Well-Being and Numeracy are standing items on the staff meeting agenda. This ensures progress in these key areas are tracked and monitored.

The site undertakes Learning Sprints. The aim is to have two sprints a term in order to focus on an initiative, linked to the SIP or PLCs, and provide a consolidated, condensed period of time to enact and review.

# Preschool quality improvement planning

## The Children

In all our Early Childhood Centres; Programs and Preschools; We want our babies, our toddlers and our Children's Centre children to be looked after and taught in a caring and thoughtful way so that our children's spirit and body will grow strong and healthy.

## The Families

The workers in the Children and Family Centre's will listen to Anangu ideas and care for the children in the same way as Anangu do.

The people both Piranpa and Anangu, who work in our Family and Children's Centres should work closely with the parents and the extended family so that Anangu ways are kept and taught.

## The Staff

We also want the Educators in the Early Childhood Centres to have the proper qualifications to teach young children. The Anangu, who are working in the Centres, will train for their Certificate 3 in Children's Services while they teach. The School Governing Council, School Principal and Anangu Coordinator will carefully oversee the work.

## The Programme

Our children need to grow and learn in two cultures, Anangu and Piranpa.

We want Pitjantjatjara and Yankunytjatjara language supported. It is very important that books in their own language be read to the children and their songs to be sung. They can also watch DVDs of their traditional dances so they will learn about their culture.

## The Teachers

We aim to be a facilitators of a preschool and playgroup program with Families as First Teachers.

We will always use the ideas, hopes and dreams of the families in conjunction with the Early Years Learning Framework to guide the planning.

We aim to educate families on the crucial importance of the early years of a child's life and the role of families during this period.

We aim to promote the centre and to create a culture of learners in both children and adults.

We endeavour to have the Children and Family Centre viewed as a valuable resource that is a place for children to learn and families to celebrate learning.

We want to support women. We want women to feel proud to be mothers. We want mothers to feel that their knowledge and skills are valued.

We will strive to create an environment where mothers and families feel safe and supported to learn from and to teach each other.

We want all family members to feel invited and valued as teachers; fathers, aunties, grandparents.

We want to make connections with service providers to better support families.

We endeavour to make all staff feel confident to contribute to planning, learning and assessment.

We believe that AEs should be the key figures to help make the bridge that connects 2 worlds.

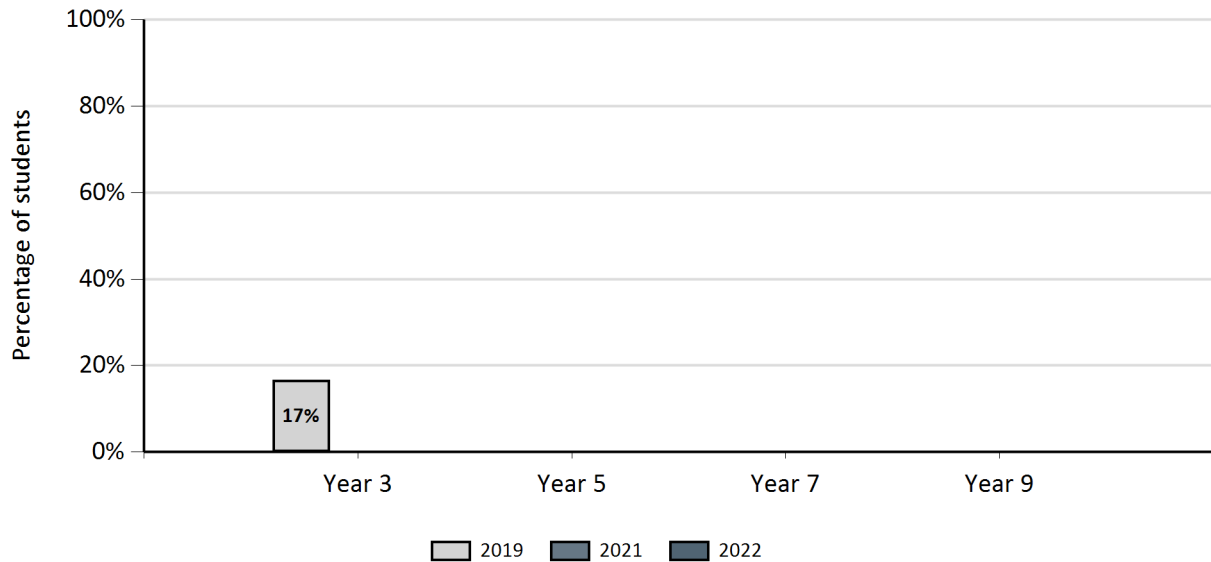
We hope to see AEs assisting to communicate the concerns and needs of the community.

# 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

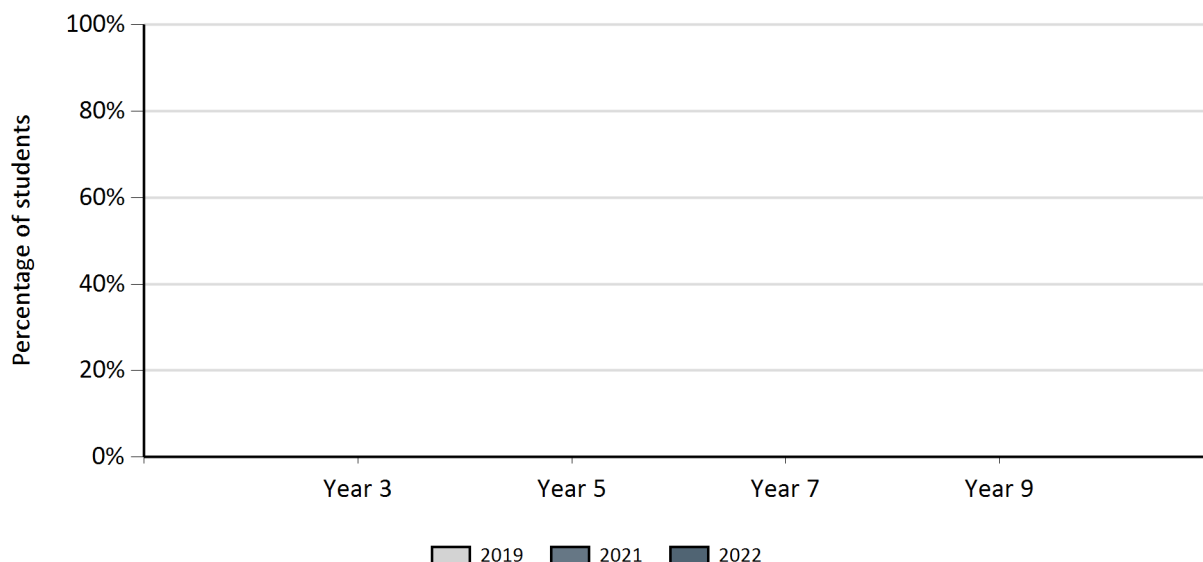


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	6	0	0	0%	0%
Year 03 2021-2022 Average	7.0	7.0	0.0	0.0	0%	0%
Year 05 2022	11	11	0	0	0%	0%
Year 05 2021-2022 Average	8.5	8.5	0.0	0.0	0%	0%
Year 07 2022	8	8	0	0	0%	0%
Year 07 2021-2022 Average	8.0	8.0	0.0	0.0	0%	0%
Year 09 2022	9	9	0	0	0%	0%
Year 09 2021-2022 Average	12.0	12.0	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.

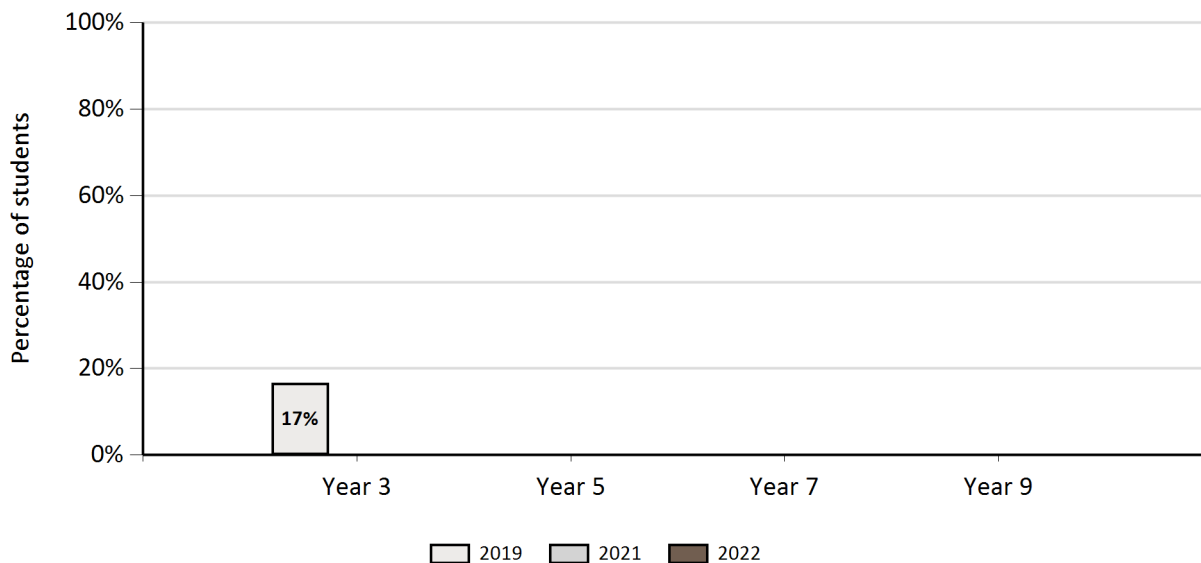
<sup>^</sup>includes absent and withdrawn students.

\*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



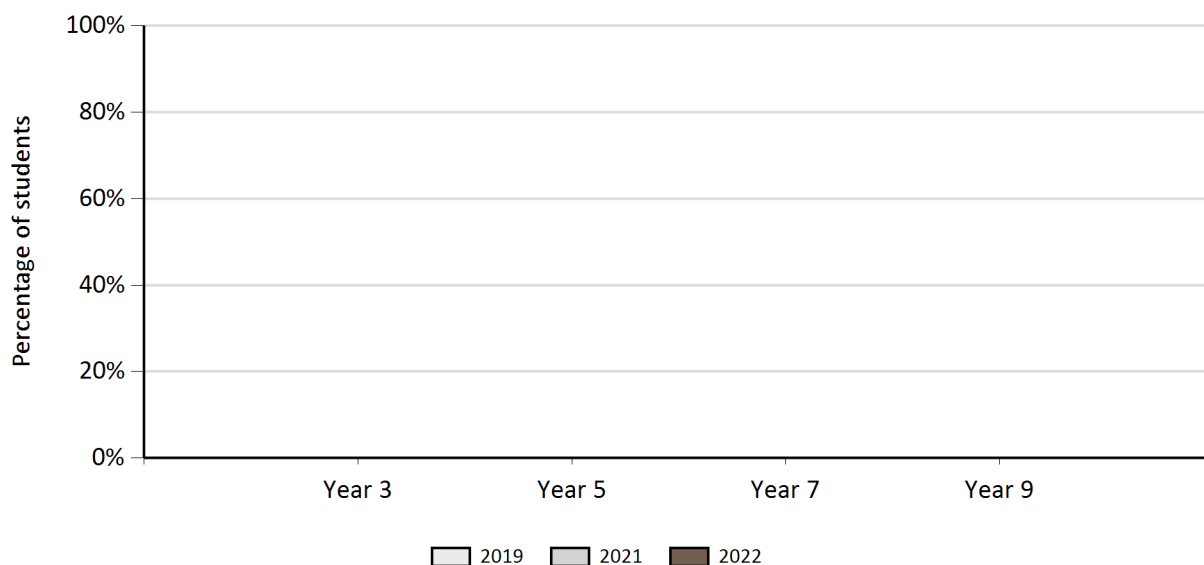
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	6	0	0	0%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	11	11	0	0	0%	0%
Year 05 2021-2022 Average	7.5	7.5	0.0	0.0	0%	0%
Year 07 2022	7	7	0	0	0%	0%
Year 07 2021-2022 Average	6.5	6.5	0.0	0.0	0%	0%
Year 09 2022	9	9	0	0	0%	0%
Year 09 2021-2022 Average	11.5	11.5	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.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Quality Teaching

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

Common template for planning the learning and teaching was implemented and staff attended two workshops and had individual support where required in order to ensure that they were designing learning that ensured alignment to curriculum (AC/SACE), ensured that the literacy and numeracy general capability continuums were used to inform the learning and that the pedagogy was culturally appropriate and incorporated high yield teaching strategies.

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

Increased efficiency in Maths has been a standout outcome in the Primary years. Improved teacher efficacy through targeted literacy programs such as InitialLit has benefited student outcomes. Consistent professional development around teaching EALD students through the EALD Hub and associated avenues has impacted students positively as classrooms have strategies and specific areas set up to assist in Anangu literacies.

# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019
*

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2019
C	0%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## 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.

	2018	2019	2017	2020
Percentage of year 12 students undertaking vocational training or trade training	100%	50%	100%	100%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	#Error	#Error	0%

## School performance comment

the Early Years inquiry was "to empower young Anangu children as confident and competent oral communicators". this was later changed to "to empower young children as confident and competent oral communicators" to account for two children who attended who are not Anangu.

Students engaged in a variety of off-site activities such as gardening at CDP, swimming and Bush School. These provided organic opportunities for children to engage with each-other and families. Through these experiences, relationships were developed/strengthened, confidence in interactions grew and there was significant growth in verbal and non-verbal interactions.

Children were encouraged to use the language they felt most comfortable with. In the group, we had Yankunytjatjara, Pitjantjatjara, Luritja, Arrernte, Eastern Arrernte Ma'di and English. The teaching team made a considered effort to learn some key words/phrases in these languages which supported children to engage/communicate and feel welcomed into the learning environment.

There was strong family support with translating words and phrases to support the development and inclusion of their children. Families also supported to create resources for their children.

Throughout the term, there were high levels of engagement from a very active and self-motive group of children.



2021	2022
0%	0%
0%	0%

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	58.2%	65.5%	67.6%	55.6%
2020 centre	58.9%		43.4%	45.8%
2021 centre	54.9%	53.8%	37.1%	71.4%
2022 centre	11.8%	40.2%	59.6%	80%
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	51.4%	39.6%	38.0%	47.7%
Year 1	59.0%	58.1%	47.7%	42.3%
Year 2	73.9%	61.8%	47.5%	39.5%
Year 3	63.4%	55.7%	53.2%	43.8%
Year 4	76.9%	48.5%	61.6%	43.3%
Year 5	57.2%	66.4%	27.5%	N/A
Year 6	84.3%	43.7%	49.6%	77.6%
Year 7	48.7%	72.7%	43.6%	78.1%
Year 8	52.8%	41.6%	30.7%	73.6%
Year 9	41.8%	31.8%	24.7%	78.5%
Year 10	41.8%	43.4%	6.4%	75.3%
Year 11	39.5%	65.6%	17.3%	68.8%
Year 12	57.0%	56.3%	15.0%	79.0%
Secondary Other	41.7%	90.5%	37.8%	78.7%
Total	54.3%	57.5%	34.7%	65.2%

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

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

## Attendance comment

Multiple children had 100% attendance for consecutive weeks. Multiple children had 90% attendance for consecutive weeks. Business did not impact our attendance. Families were supportive of their children's education and brought them to school. Some new children were enrolled due to being in community for business, they maintained regular attendance and contributed positively to learning experiences. There is one child who has chronic non-attendance despite family visits and encouragement to attend school.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	6	6	10	15
2020	10	N/A	10	13
2022	6	13	17	20
2021	14	14	18	23

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

A new Behaviour Re-Direction Support Plan was developed in Term 4 2022 and rolled out in Term 1 2023 in collaboration with Anangu Educators.

The plan is scheduled to be reviewed at the end of Term 1.

## Parent opinion survey summary

This was not undertaken in 2022.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1174 - Indulkana Anangu School	200.0%	200.0%	188.2%	200.0%

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	%
EX - EXEMPTION	1	5.3%
NT - LEFT SA FOR NT	1	5.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	63.2%
U - UNKNOWN	5	26.3%

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

Majority of the children will have transferred from the EY to the Big School. Some children who were new to Indulkana and were attending due to being in Indulkana for Business, have moved back to their regular towns/communities.

## Relevant history screening



The Student Support Services Speech Therapist visited the site periodically across the year to identify student needs and to support staff in differentiating the curriculum to maximise student learning opportunities.

The Student Support Services Behaviour Management Officer visited the site periodically across the year to support students and staff with strategies for challenging behaviours.

Early Years Screening was not done on site in 2022.

The dentist was on site for the Early Years once in 2022 and Term 4 for the school.

Services have been inconsistent for various reasons including, COVID, access to roads due to cultural practices.

## 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	25
Post Graduate Qualifications	10

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	13.5	3.1	2.5
Persons	0	14	8	3

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,992,341
Grants: Commonwealth	\$1,000
Parent Contributions	\$0
Fund Raising	\$0
Other	\$230,002

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.

## 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	Individual students were supported through the Personalised Learning Coordinator's role to improve their access to curriculum and learning.	Establishment of an Interception room and relevant professional development, evidence based, was undertaken in 2022.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	The intervention room development was part of the funding use. Students and staff were supported through the Language Coordinator's role to improve their access to curriculum and learning in first and second language.	Numeracy outcomes for these students related strategies and overarching planning now in place through funding the Learning Through Doing pedagogy.
Improved outcomes for numeracy and literacy	Inclusive Education Support Program	The school worked with service providers to identify, target and support the needs of students and their access to the teaching and learning.	Literacy outcome is the specific teaching and learning related strategies and overarching planning now in place through funding Ann Morrice Literacy Cycle.
Inclusive Education Support Program	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Funding at this level was inclusive of all students given the context and their needs. Each path of the planning process from site, classroom and individual students the above.	Consistent training and learning related strategies and overarching planning now in place through funding the Learning Through Doing pedagogy. Literacy outcome is the specific teaching and learning related strategies and overarching planning now in place through funding Ann Morrice Literacy Cycle.
Targeted funding for groups of students	First language development	Bi Lingual education, on country learning and teacher training in language.	Embedded language program and increased linguistic skills through planning now in place through funding Ann Morrice Literacy Cycle.
Improved outcomes for non-English speaking children who received bilingual support	Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Leap level training and progression was a focus in 2022.	Increased teacher efficacy and authentic data.
Other discretionary funding	Aboriginal languages programs Initiatives	Bi Lingual education, on country learning and teacher training in language was a central focus.	Embedded language program and increased linguistic skills for students and staff.
	Better schools funding	n/a	n/a
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	This was not a focus in 2022.	There were no outcomes in this domain.

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

