

# Pipalyatjara Anangu School and Pipalyatjara Anangu Preschool

## 2021 annual report to the community

Pipalyatjara Anangu School Number: 1526

Pipalyatjara Anangu Preschool Number: 1790

Partnership: Anangu Lands

Signature

School principal:

Dr Janet Armitage

Governing council chair:

Katrina Connolly and Nyanu Burton

Date of endorsement:

4 March 2022



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

Pipalyatjara Anangu School is located in the remote Aboriginal community of Pipalyatjara, situated in the tri-state corner of the NT/WA/SA borders. It caters for students from birth to Senior Secondary and provides work pathways by employing graduating students as Aboriginal Education Workers.

Pipalyatjara Anangu School services the communities of Pipalyatjara and Kalka. The Kalka students travel to school by bus each day. Anangu students at Pipalyatjara speak Pitjantjatjara as their first language and are sometimes only introduced to English when they attend school. Enrolments at Pipalyatjara are stable at around 60 students from the Preschool to Year 13. Approximately six 0 – 3year old's attend a playgroup with caregivers, currently being set up on site.

A significant factor for Anangu schools and communities is the transient nature of families and their children. The unique location of Pipalyatjara in the tri-state corner means families and children often travel across state borders into WA and the NT. Pipalyatjara Anangu School is a Remote Schools Attendance Strategy school and has successfully implemented a series of English literacy and numeracy but also identifies culture and first language programs as essential to the growth of learners at Pipalyatjara. The school works towards providing a range of secondary pathways to cater for diverse needs of secondary students.

There were numerous Physical Education Highlights throughout 2021, included the annual "Splash Day" which was well supported by both students, teachers and the wider community. The SANFL active after schools' program was well supported throughout the year, giving students an opportunity to engage in different sports. We also had "Friday Sports Afternoons" at Kalka Oval which gave students the opportunity to participate in bike riding, softball, football and face painting. It was great to engage the Kalka community with a shared BBQ at the completion of the sports activities. Upgrades to the school basketball court have helped create a safe space to participate in a number of different sports and activities.

We had several successful community nights. In Term 3, we hosted a virtual Ernabella Dance night. This event was well supported by community and allowed the students to showcase their creativity in music and dance. A giant screen was erected on the school lawn to showcase the Ernabella Dance videos from each of the participating APY Lands communities. This night finished with a celebration of Pipalyatjara Anangu Schools video and a shared dinner.

The introduction of the Two-Way Science program was well received by staff and students. Highlights of the program included the Community Bush Planner session which focused on Anangu empowerment by valuing local knowledge. The Junior Primary and Middle Primary classes engaged in a unit of learning on Maku. This unit included pre-learning in the classroom, learning on country with Anangu experts and finished with well designed projects back in the classroom. The Pre-School also supported this program by conducting their own weekly bush trips.

## Governing council report

In 2021 the Governing Council elected co-Chairs to represent both Kalka and Pipalyatjara communities and to provide a more regular presence at school to support Piranpa staff and Anangu Educators. Co-chairs for 2021 are Katrina Connelly and Nyanu Burton.

Governing Council received training and guidance throughout the year from PYEC, through Inawantji Scales (Governance Officer). Governing Council and an additional 25 community members contributed to PYEC consultation process on governance during term 3. New templates for recording meeting processes, such as agenda setting and minute taking were trialled in term 3 and maintained in term 4.

Governing Council members were active in supporting students and teachers in the school and were invited to take part in training days for Two-way Science, run by Kevin Kelly from Oak Valley Anangu School. Governing Council was represented by Ankaliya and Faye Anne who led planning on seasonal science topics to be followed up in 2022. Governing Council approved pupil-free days in 2021 for Two-way Science training and preparation of student reports.

Guided by community leadership from Josephine Mick and Ankaliya. Governing Council commenced plans for a women and girls camp in 2022 to walk the Tjukurpa from Kunytjanu to Pipalyatjara over 3 days. Governing Council will seek logistical support from NPY Women's Council.

2021 was an active year for Governing Council at Pipalyatjara Anangu School, with important training in governance, planning meaningful projects for students and supporting the principal and school staff.

# School quality improvement planning

Goal 1: Increase student achievement in mathematics, particularly in the number strand.

Goal 2: Increase student achievement in Standard Australian English (SAE) by building on students' skills and understandings of oral language.

Goal 3: Increase student achievement in Pitjantjatjara by growing students' Pitjantjatjara vocabularies.

Pipalyatjara Anangu School had limited students in attendance for NAPLAN and as a site, did not have enough students to get accurate data on this test to monitor student growth.

Pipalyatjara Anangu School's 2021 School Improvement Plan contained 3 improvement goals.

1: Increase student achievement in mathematics, particularly in the number strand.

The school has engaged an external consultant (Guy Constable, Learning through Doing (LtD) program) to support the ongoing professional learning of staff. This included:

- Implementation of a 60 minute maths block into the daily learning programme
- Access to and incorporation of Learning Through Doing teaching resources and lesson plans
- Literacy and Numeracy coach deployed to work along side classroom teachers
- ongoing Learning Through Doing professional learning sessions and regular check-ins between teachers and the consultant

Goal 2: Increase student achievement in Standard Australian English (SAE) by building on students' skills and understandings of oral language.

The school has engaged an external consultant (Anne Morrice, Literacy Cycle) to support the ongoing professional learning of staff.

This included:

- Play-based learning session "breezeway buddies", where vocabulary activities were facilitated to encourage discussion.
- "Speaking Circle" occurred at the end of each session where the students talked about their experience/learning.
- Literacy and Numeracy coach deployed to work along side classroom teachers
- Genre studies with vocabulary specific focus including information, procedure, narrative texts
- 2 way science focus in Term 4 used cross curricula with AMLC

Goal 3: Increase student achievement in Pitjantjatjara by growing students' Pitjantjatjara vocabularies.

Pipalyatjara school had a dedicate Pitjantjatjara teacher tasked with enhancing the learning of Pitjantjatjara language by supporting Anangu educators in their teaching of language. This included the teaching of:

- Body, plants, family, animals and birds
- Word recognition games, sentence construction and sound and syllable games
- Vocabulary learning supported by on country bush trips.
- Vocabulary learning supported by 2 way science units that connected local Anangu knowledge with western science.

# Preschool quality improvement planning

Preschool improvement planning focussed on developing a culturally responsive and multi-modal approach to storytelling. This work centered on early book making, story writing attempts and risk-taking in reading and writing to communicate ideas, thinking and feelings.

The Challenge of Practice identified in the Preschool Improvement Plan stated that, 'If we build our understandings of how to develop confident risk takers in communicating including reading and writing (0-5) then children's ability to successfully communicate thinking, ideas and feelings will improve.

Evidence of progress against the success criteria includes:

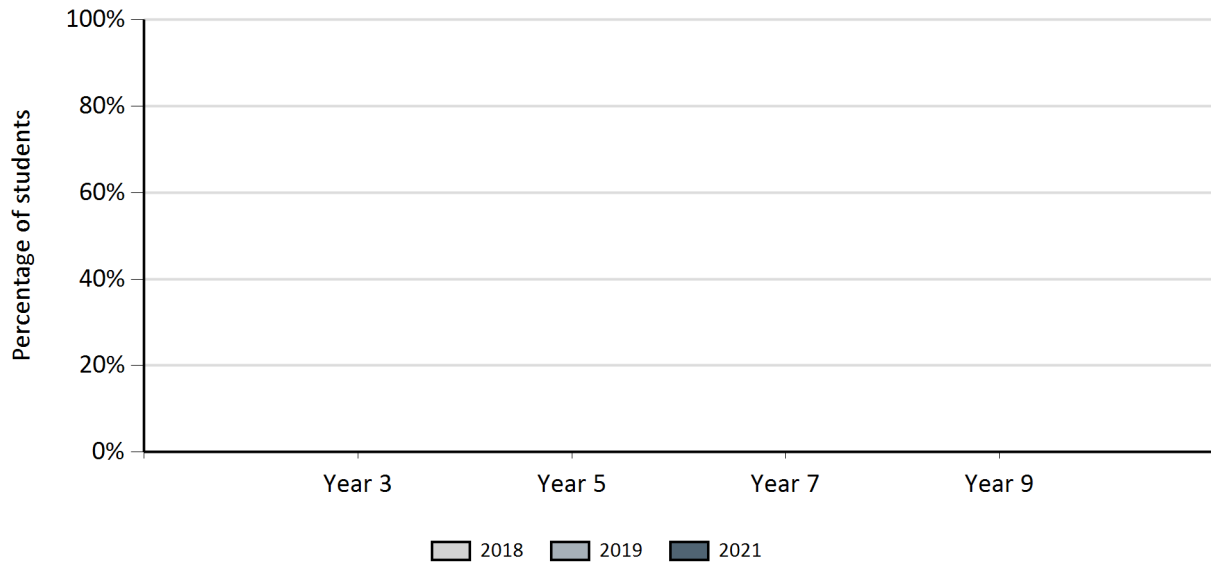
- Data is collected on self-initiated reading independently or with a peer, reading with an adult and participating in singing.
- A shift in habits of engaging with books and multiliteracies.
- Increased engagement with texts and reading through Paint the Town Read
- Increased playgroup attendance

# 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

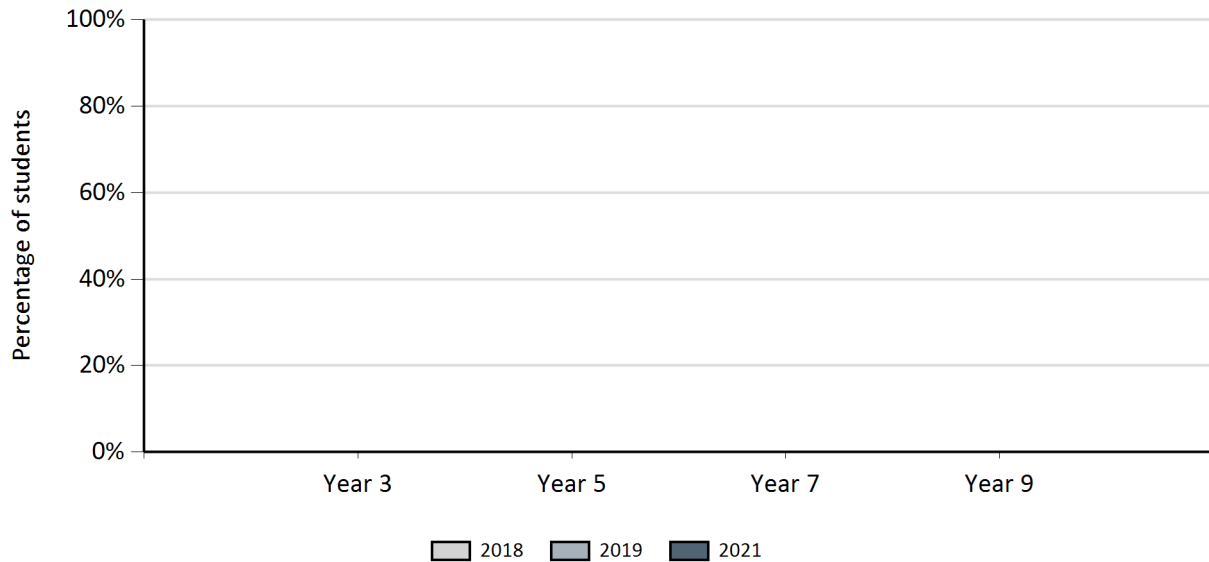


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	34%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	34%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

# 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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

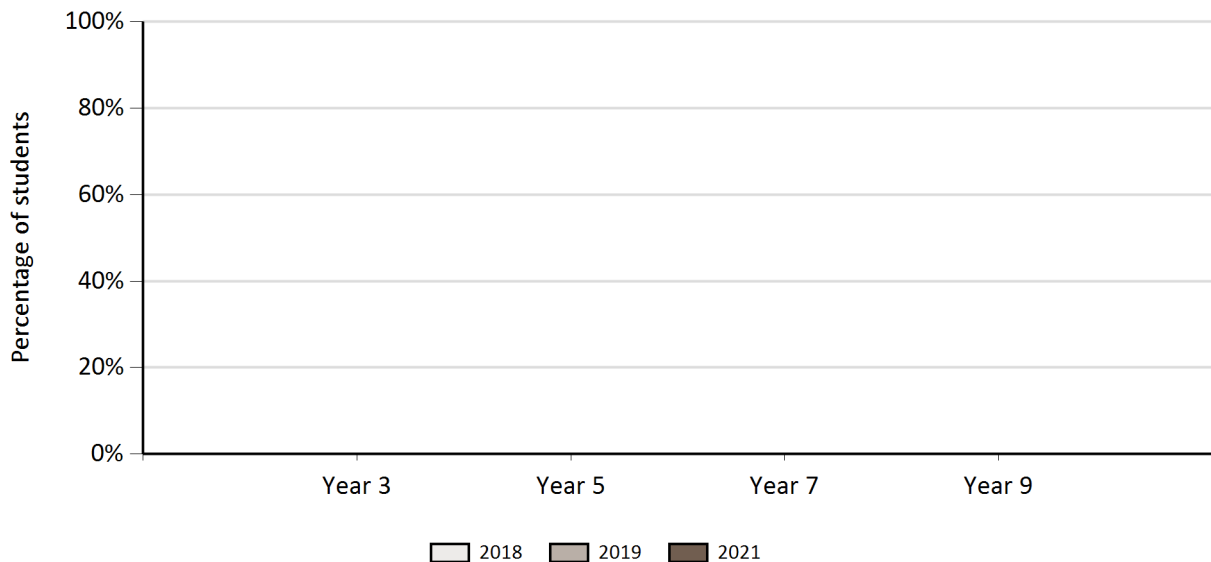
<sup>^</sup>includes absent and withdrawn students.

\*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



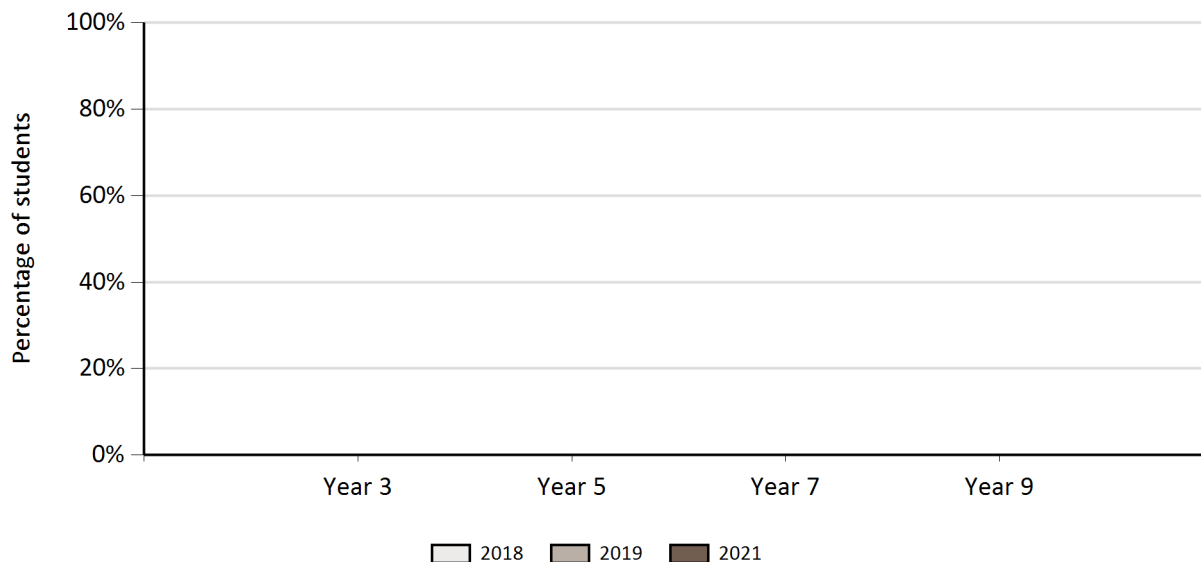
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

# 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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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 2021: Quality Teaching

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

The key actions undertaken during 2021 which were aimed at raising the literacy achievement of students included:

- \* Supporting the partnership focus on Instructional Leadership with the implementation of regular classroom walk-throughs and the provision of quality feedback to educators
- \* Introduction of literacy blocks which emphasized the explicit teaching of oral language, phonics and phonological awareness

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

Students have shown an increased levels of engagement in literacy and numeracy activities and subsequently have increased in both confidence and ability.  
Students have shown an increased oral language vocabulary, letter/sound recognition and ready fluency and comprehension.

## South Australian Certificate of Education - SACE



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

%

Data Source: SACE Schools Data reports, extracted February 2021

\*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

Data Source: SACE Schools Data reports, extracted February 2021

\*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

#Error

Data Source: SACE Schools Data reports, extracted February 2021

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

## School performance comment

As an EAL/D school that has fewer than 50 students, and negligible students sitting the NAPLAN test each year, the data from NAPLAN tests is an unreliable and inaccurate way to measure data across the years. However, the Anangu Lands Partnership have a number of other measures to gauge learning growth including PASM, PM running records, concepts of print, LEAP levels, Oxford word list spelling and recognition tests and Learning through Doing maths checkup tests. This data is collected and stored on the Scorelink data system.

In PASM during 2021 most students were sitting just below the bench mark range with 4 students sitting at bench mark and one student scoring above benchmark. In running records, Oxford word recognition and spelling most students were sitting well below standard benchmark. In Concepts of Print, 8 students were sitting below benchmark, 3 students were at benchmark and 2 students were well above benchmark. Every student has continually improved on their personal data scores throughout 2021.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	34.4%	53.8%	53.5%	61.3%
2019 centre	38.5%	42.9%	52.5%	38.6%
2020 centre	40.0%		26.7%	23.1%
2021 centre	28.6%	30.0%	31.0%	30%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	62.9%	71.4%	60.5%	58.2%
Year 1	63.4%	57.3%	68.4%	64.6%
Year 2	62.6%	54.9%	71.7%	58.3%
Year 3	71.0%	80.2%	61.6%	64.9%
Year 4	60.8%	83.0%	63.7%	61.4%
Year 5	67.7%	71.9%	48.6%	45.4%
Year 6	69.9%	67.0%	64.2%	64.8%
Year 7	63.4%	71.3%	61.6%	63.8%
Year 8	49.1%	55.6%	57.2%	76.2%
Year 9	35.4%	73.8%	62.6%	44.3%
Year 10	38.9%	62.1%	52.8%	11.8%
Year 11	35.2%	40.3%	67.4%	78.9%
Year 12	72.0%	N/A	33.5%	N/A
Secondary Other	81.0%	N/A	N/A	65.2%
Total	60.9%	65.2%	61.1%	58.3%

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

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

## Attendance comment

As a school, Pipalyatja Anangu School has been negatively impacted by a number of circumstances which impact both student enrolments and attendance. These challenges, which largely outside our influence, continue to impact the local communities of Pipalyatjara and Kalka and ultimately impact student numbers and attendance.

The impact of COVID-19 has resulted in numerous periods with no, or very few students in attendance. As a result, both student enrolments and overall attendance has been impacted throughout 2021. The highly transient nature of our local community, combined with increasing concerns regarding COVID-19 remain a significant challenges impacting attendance moving forward.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	9	13	11	16
2019	7	7	8	7
2020	4	N/A	12	14
2021	7	11	12	12

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

Staff at Pipalyatjara Anangu School strive to maintain a caring and nurturing school climate where students and staff enjoy caring and respectful relationships. Staff implement trauma informed practices where relationships are considered essential in ensuring behaviour fosters both positive relationships and improved learning. Behaviour standards and expectations are set high with the safety of both students and staff maintained as a priority at all times.  
The suspensions which did occur during 2021 were largely in response to violent behaviours which potentially threatened the safety and wellbeing of other students and/or staff.

## Parent opinion survey summary

A client opinion survey was conducted during term 3 of 2021. Unfortunately at this time there were a limited number of students in regular attendance.  
The survey was translated into Pitjantjatjara which increased the level of participation in the survey. Generally the responses were positive.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1526 - Pipalyatjara Anangu 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 2021 collection.

## Intended destination from School

Leave Reason	Number	%
NT - LEFT SA FOR NT	6	27.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	27.3%
WA - LEFT SA FOR WA	10	45.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Destination comment



Students who complete their schooling at Pipalyatjara Anangu School generally leave school to seek work in the community. Unfortunately there are limited employment opportunities in the surrounding communities of Pipalyatjara and Kalka. Consequently most are unemployed and participate in activities organised through the 'Community Development Program' to access the Jobseeker benefit.

Students who leave Pipalyatjara Anangu School often transfer to other schools on the APY Lands, Northern Territory or Western Australia.

## Relevant history screening

All Pipalyatjara Anangu School employees have successfully completed the relevant History Screen Check.

## 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	20
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	1.0	9.0	2.3	2.7
Persons	1	9	8	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$950,231
Grants: Commonwealth	\$0
Parent Contributions	\$0
Fund Raising	\$0
Other	\$0

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

## 2021 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 2021 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	Funding was used to support teacher development of positive, supportive strategies to build and enhance relationships with students through extensive engagement in whole-school staff Berry Street training.	Decrease in violent/aggressive and disruptive behaviours.
	Improved outcomes for students with an additional language or dialect	All teaching staff engaged in/completed EALD training.	Increased student engagement in teaching and learning.
	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.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>The ongoing development of a whole-school approach has commenced to support improvements in the teaching of Reading.</p> <p>Professional development in the Big Six of Reading has commenced which will result in the implementation of a targeted phonics program and the implementation of whole-school agreements which aim to enhance the teaching of reading.</p>	Educators have an increasing understanding of literacy blocks which emphasise explicit teaching of oral language, phonics and phonological awareness.
Program funding for all students	Australian Curriculum	Ongoing professional development in linking culturally responsive literacy pedagogy and literacy block to ACARA.	Increased engagement in literacy, particularly in daily modelled-reading lessons
Other discretionary funding	Aboriginal languages programs Initiatives	To support teaching of literacy lessons in English and Pitjantjatjara.	Increased student engagement in the explicit teaching of literacy in English and
	Better schools funding	NA	NA
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Support the ongoing professional development of educators in the use of assessment tools and the use of this data to better inform individualised literacy programs.	Increased teacher capacity in personalising literacy intervention.
Inclusive Education Support Program	NA	NA
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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