

# Murputja Anangu Preschool & School Annual Performance Report 2015 ...



# Our context ...

- The school has strong connections to other Anangu communities including those in NT and WA. The community has strong cultural and family obligations which can entail a high degree of movement at times.
- 24 students enrolled at the end of 2015, and this has been steady over a number of years. Transience is a feature impacting on attendance.
- All students speak Pitjantjatjara as their first language .The school has a strong focus on English literacy and numeracy.
- The site has a pre-school and there is a playgroup every morning lead by an AEW.
- Our staff include the Anangu Education Workers who have been at the site for some time and provide a vital link between the school and community.
- In 2015 we had 5 teaching staff which included 1 x Principal, 1 x Anangu teacher in the pre-school, 1 x JP teacher, 1 x MP teacher and 1 x Senior Class teacher. Due to the remote location it has been hard to recruit teaching staff and this became critical in 2015. Some vacancies were filled by PRT's.
- 5 of the staff have bachelor degrees/diplomas, 2 with post graduate qualifications.



# Who are we ...



We show respect to the Elders



Family is important



Culture!



We pray with our family



WE LIKE TO COME TO SCHOOL!!

# Highlights for 2015

- Cultural exchange with Port Elliot occurred with a group of Murputja students being hosted by Port Elliot families. This continues the long standing tradition of over 20 year standing.
- Strong Behaviour Management training for staff in Restorative Justice with Bill Hansberry and extended consultative work with Leah Vogler, on site, resulting in the development of micro skills for managing challenging behaviour .
- Successful induction of graduate teacher to our site.
- Participation in the Ernabella Sports and Dance competition resulting in the best team work award for the school.
- Staff using the partnership curriculum units developed by teachers and AC support staff and specific to the cohort in our partnership.
- Students involved in the SAPSASA softball and football trips to Adelaide.
- Great cultural days hosted by the community including story telling by the elders at the art centre, harvesting kiti, camel mustering and looking for bush foods including honey ants and witchetty grubs .
- Art workshop with students and community resulting in murals for the school.
- Continues good relations with other service providers who support the school and community particularly CAMHs.
- NGO activities for students which build skills and relationships with the school and community including SANFL sports clinics, Bikes Palya and the WILLPOWER visits.



# Governing Council Report ...

## Major Achievements

- Regular *Governing Council Meetings* with excellent attendance by families wanting to support their children's education.
- Student work highlighted at the *GC meetings*.
- *Wiltja Roadshow* addressed *GC meeting* and our parent group are very supportive of this pathway for secondary students.

## Major decisions

- Strong talk about the role of the *AEW* and the need for *AEWs* to be in classrooms supporting students and the need for a male *AEW*.
- The *GC* want more cultural trips for students.
- The *GC* want *Pitjantjatjara* language taught so their children are strong in language.



# Our Vision and Targets

## Our Vision

Murputja's Educational Community believes that through high expectations all learners are unique and can reach their full potential. We work as a team to provide opportunities and support for all learners while showing respect for culture in an inclusive environment.

## Our Values

*Perseverance*

*Excellence*

*Pride*

*Celebration*

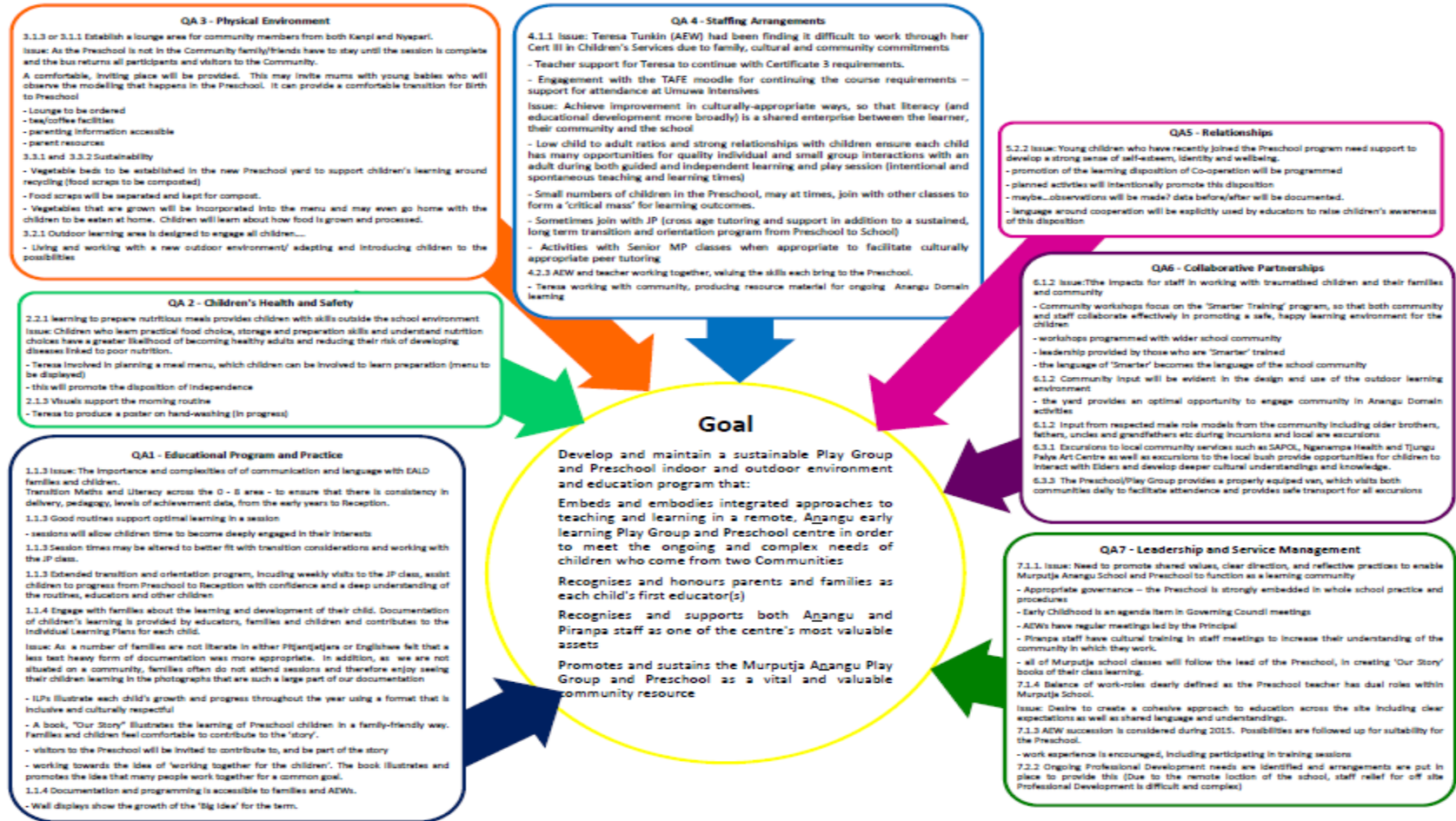
## Our Targets

With the focus on improved reading outcomes we set the target of 2 RR levels per term growth for each students.

The Attendance target was 80 %.

# Our Preschool priorities and plans

## What were we aiming to achieve in 2015?



# Preschool Priority Areas:

## **STRATEGIES/OUTCOMES achieved in 2015:**

- There was major work on the pre-school yard with new landscaping over the whole area. Planning for this work came from the community and AEWs working in the school and it was thrilling to see their plans become reality. The sand play area, mud kitchen and lawn area are used every day by the pre-school children and indeed by other age groups in the school.
- While there was a change in teachers due to other factors in the school the teacher in term 1/2 maintained the focus of preparing some children for transition to reception. The teacher in term 3/4 was able to continue to build good relationships with the young families and the number of parents involved in the pre-school increased.
- Funding to support the familiarisation of Preschool Literacy and Numeracy included
  - Early Years Literacy Improvement Strategy  
( Building teacher capacity and Family Literacy Focus )
  - Early Literacy learning Strategy  
( Early Assistance and Early Years Component )





# Student Achievement (Attendance)

## Attendance Rates 2015

- In 2015 we did not meet our target of 80%, and school attendance was slightly lower than the average of the Anangu Lands Partnership (i.e. 57% compared to 62%). The lowest rates in the school were in year 8 & year 9 (i.e. ~2 days per week, ~ 40%) where it was difficult to retain a class teacher and vacancies were filled with PRT's. The highest attendance rates were recorded in Year 4 & 5, where there was positive family support to attend school.

## Strategies to manage non-Attendance

- Staff visit every family every morning and encourage and problem solve issues with families.
- We provide a welcoming environment and serve breakfast and lunch to students.
- We speak to families when children are not at school.
- We use visual ways to map attendance ( graphs ) and report this to families.
- Attendance is discussed at GC meetings and staff meetings regularly.
- We use the correct codes to record absences in EDSAS and this is based on the detailed knowledge we have around each child.
- We reward good attendance both at a student level and family level.
- We refer chronic non attendance to Student Support Services.

Attendance by Year Level (Semester 1)	% School Attendance			Anangu Lands
	2013	2014	2015	2015
Reception	⇒ 55.9	⇒ 60.4	⇒ 60.4	↑ 74%
Year 1	⇒ 58.3	⇒ 45.9	⇒ 49.2	↑ 69%
Year 2	⇒ 51.2	⇒ 61.3	⇒ 51.9	↑ 66%
Year 3	↑ 75.9	↓ 33.9	⇒ 52.7	↑ 65%
Year 4	↑ 72.8	⇒ 57.3	⇒ 66.8	↑ 69%
Year 5	⇒ 67.8	⇒ 70	↑ 85.4	↑ 75%
Year 6	⇒ 56.9	⇒ 61.8	⇒ 58.9	↑ 70%
Year 7	↑ 71.8	↓ 37.4	↑ 74	↑ 70%
Year 8	↓ 26.6	⇒ 68.6	⇒ 46.2	⇒ 51%
Year 9	↓ 23.1	↓ 12.5	⇒ 43.4	↓ 43%
Year 10	↓ 35.6	↓ 15	↑ 100	↓ 32%
Year 11		⇒ 47.8		↓ 34%
Total All Year Levels	⇒ 56	⇒ 51.7	⇒ 57	↑ 62%
Total ACARA 1 TO 10	⇒ 56	⇒ 49.6	⇒ 56.8	

# Student Achievement

## Australian Curriculum Reporting to Parents

There is a common reporting system across the partnership to accommodate high levels of transience in our schools, and A-E grades are used. While staff were determined to report accurately to families about the standard of their child's work, we also decided to celebrate the effort and growth of individual students. We wanted a tool which would be valued by our client families. An achievement folder was developed and named the NINTI Folder, which is Pitjantjatjara for being smart or knowing. Each folder has a collection of work samples accompanied by a task card to explain the context, what was expected and how the child went with the task. As most of our parent group have limited English skills the folders are very visual with a lot of photos to describe what was happening. The folders are highly valued by the families and are full of examples of students trying their best, being proud of their work and also having a fun and engaging time at school.

{include the results or growth grades achieved, or samples of folders and growth from start of year to end of year}

Connecting to the research which says descriptive feedback to parents and learners is more effective in impacting on student learning outcomes than a grade which is culturally responsive

# Student Achievement (Language & Literacy Levels)

Language and Literacy levels are used to assess learners' English language and literacy proficiency in oral language and writing across the Australian Curriculum (AC). It consists of 14 levels and measures progress towards the year level appropriate standards (SEA) we are aiming for students to achieve at. The data indicates that in the junior primary years, most students start about 2 levels away from the year level standard. This gap widens in the upper primary and secondary year levels.

Future directions:

Teachers to be trained in the use of EALD levels with time given to allow for moderation of student work and this is a continual cycle due to high staff turn over.

	Reception				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11+
Level 1	2	3	4	5	6	7	8	9	10	11	12	13	Level 14	Level 14	
1			SEA												
	2			SEA											
	2			SEA											
	2					SEA									
			4					SEA							
			4							SEA					
		3									SEA				
				5								SEA			
			4									SEA			
				5									SEA		



# Student Achievement (Reading)



Reading Achievement (as measured by Running Records): There is wide variation in Reading Achievement across the year levels across the school. The highest results were achieved in Year 5, 8 and 9 at between levels 7 to 15 (refer to bar chart). In examining the impact of attendance (diamond symbols) on reading achievement, it appears that there is no clear pattern based on this snapshot. Analysis of the data indicates that a combination of demographic, perception and process based factors contributed to the wide variation in results.

Reading Achievement (as measured by NAPLAN growth): Based on a cohort of approximately 10 students across 2012-15, the data indicates that the majority of students are achieving in the lowest progress group across all year levels. The best result was recorded for the Year 5-7 cohort, with 60% in the middle or upper progress group. These patterns are generally reflected in the partnership level results.

		Reading		
		Year 3-5	Year 5-7	Year 7-9
Murputja Anangu School	Lower 25% progress group	75.0%	40.0%	100.0%
	Middle 50% progress group	25.0%	40.0%	
	Upper 25% progress group		20.0%	
Total - Anangu Lands Partnership	Lower 25% progress group	67.6%	68.1%	45.9%
	Middle 50% progress group	27.0%	27.8%	37.8%
	Upper 25% progress group	5.4%	4.2%	16.2%

# Student Achievement (Numeracy/Maths)

Using NAPLAN data to inform practice and set strategic direction at Murputja is problematic for a number of reasons. When less than 5 students sit the NAPLAN test, the validity of the data is questionable and not reliable for trend purposes. To determine growth over time, the same students need to sit the test and with high transience this is often not possible. However the data is useful in creating a narrative to describe areas of focus including our students are performing below both site, partnership and state targets.

- NAPLAN Numeracy Growth 2012-15:

Over the last 4 years combined, approximately 10 students recorded a Numeracy result. The data appears to follow the latent learning growth trends for students from where English is not a first language. In 3-5, all students were placed in the lowest category of growth, by Year 7 40% in the middle category and 60% in the highest category, and by Year 9, 100% were placed in the middle category. These percentages, whilst based on small cohorts, were relatively higher for the middle and upper progress percentages recorded for the partnership.

		Numeracy		
		Year 3-5	Year 5-7	Year 7-9
Murputja Anangu School	Lower 25% progress group	100.0%		
	Middle 50% progress group		40.0%	100.0%
	Upper 25% progress group		60.0%	
Total - Anangu Lands Partnership	Lower 25% progress group	60.3%	51.2%	33.3%
	Middle 50% progress group	32.1%	36.6%	46.2%
	Upper 25% progress group	7.7%	12.2%	20.5%

# Student Achievement (Destination Data and Secondary Outcomes)

## Preschool destination: Feeder schools

- Murputja Anangu School is the feeder school for 100% of preschool enrolments. This is a remote location.

## R-12 enrolments: Intended Destination

- Most students go to other Government Schools either in SA, NT or WA. Due to small numbers it is hard to determine trends

## Participation Year 12's in VET/Trade Training Centre

- Not applicable

## Achievement of Year 12's in SACE/VET/Trade Training Centre

- Not applicable ( As a small school we have not had any year 12's

## Post Secondary school destinations for Secondary Students

- There is little information available due to very small numbers. Jerome (photographed) was a recent student at Murputja and he is now working in the local community.



# Behaviour Management

## Data and trends related to behaviour management data

The data indicates that in 2015 the majority of behaviour incidence types included:

- threatening safety or wellbeing
- interfered with the rights of others
- threatened good order

( from EDSAS )

There were approximately 80 incidences over the year. These were contributed by a small number of students only. In the majority of cases students were given time out in the Principal's office but for some time out at home was common. Families were involved in this process.

The school invested in behaviour management training for staff in order to tackle some of the more challenging behaviours by a few students. We were able to examine our practice and work towards whole school ways of doing things better.. Bullying reports and data were discussed at Governing Council meetings. Students also completed a bullying survey which was shared with the Governing Council.

# Parent, Community, Staff and Student Opinion

## Parents

While no formal tool was used to gather information from families and community about their opinion of the school there is information from a variety of other sources.

- Families can approach the school with their concerns and they know that they will be listened to.
- They have good information about their child's progress from the staff.
- They are welcomed to the school by staff.
- They are listened to and are part of the decision making at the school.

## Students

Students were given a simple questionnaire to complete and the results indicate

- That students like their teachers
- They like computers, playing with their friends at school and going to swimming lessons
- Students also want more help when they have trouble with their learning
- They want to stop the teasing
- They want to go on more trips with the school.

## Staff

Due to the small size of the staff group it was decided not to use a staff survey tool as it would not be confidential however there was lots of information gathered by other means including informal chats and through PM processes.

- Staff were satisfied with the teaching and learning programs at the school and were responsive to student needs.
- They felt included in decision making and felt part of a team at the site.
- Areas of concern included always being short staffed and the continual stress around this.
- They were concerned about the bullying by students and not having the tools to deal with the challenging behaviour with a minority of students.
- They felt that there needed to be greater support of Anangu in classrooms.



# Other outcomes from targeted intervention programs and initiatives

## Preschool Intervention & Support

The playgroup/pre-school at the site is supported by the employment of key people in this space. An Anangu teacher and AEW work together to provide a program in Pitjantjatjara for these young children with the following outcomes

- Excellent oral language interactions in the home language of Pitjantjatjara
- Trust and confidence by families that children will be understood and carefully cared for by staff who are also members of their community
- More of the young parents felt comfortable in the environment and came and stayed with their young children.

## Junior Primary and Early Years funding initiative

At Murputja class sizes are small, typically 10 to 15 in the JP class. In addition the class teacher and AEW work the class as a teaching team to support teaching and learning programs with the following outcomes

- Small group work and working 1:1 are possible so children understand what is expected of them
- Behaviour is better managed as a Pitjantjatjara speaker is part of the teaching team
- Children are able to practice basic skills eg read to an adult each day

## Better Schools Funding

The Better Schools Funding was used to improve the outcomes of students from an educationally disadvantaged background in a priority area. In 2015 we worked to improve teacher capacity in the area of behaviour management by working intensively with a behaviour consultant on site.

- Staff were able to develop a positive and inclusive way of managing behaviour by focussing on macro and micro behaviours.
- Strategies for dealing with challenging behaviours which were adopted school wide.
- Teacher capacity for handling behaviour increased.
- A calmer and safer site was evident.

# Where to from here?

## Key recommendations on priorities & strategies for 2016

### Priority Area 1: Effective Teaching and Learning in Literacy/Mathematics

**Understanding** and implementation of effective practices in literacy and maths including the development of high expectations implemented through the Literacy/Maths Block.

**Building capacity** of staff through targeted professional learning, peer to peer observations and feedback, including Performance Management conversations which focus on achievement data.

**Provide effective feedback**, formative/summative assessment practices to better monitor, diagnose and respond to learner growth with intervention program which responds to learner needs and uses targeted allocation of resources.

### Priority Area 2: Strong Anangu, culture, language & communities

**Create** a welcoming, safe and caring school environment to support wellbeing, communication and positive relationships.

**Embrace** Anangu Culture and Language: Anangu to collaboratively work with staff to deliver and promote culture, teaching Pitjantjantjara Yankunytjatjara language and literacy and Keeping Them Safe.

**Empower**, promote, value and build Anangu capacity to engage and support shared leadership of school outcomes (e.g. attendance, maths, literacy, strong workforce) through community partnership planning processes, deriving common purpose, vision, values and plans for education, participation in AEW training and development, and Families as First Teachers.



# Appendices

## 1. Financial Report

Australian Government recurrent funding	(\$)
State government	1,059,204
Fees, charges, parent contributions	141,675
Other sources	10,122
<b>TOTAL</b>	<b>1,211,001</b>

## 2. Relevant History Screening

Processes were put in place by the school to ensure that there was compliance with DECD Criminal History Screenings. The documentation is filed and also entered on EDSAS. The audit confirmed that this was the case.

## 3. Workforce Composition

There are 5 non Indigenous teachers and 4 Anangu Education Workers at the site.