



SCHOOL CONTEXT STATEMENT

Updated: 2016

School number: 1859

School name: Murputja Anangu School

School Profile:

Murputja Anangu School is a small Anangu school located in the far NW of the state and caters to Anangu students. The school caters from pre-school to senior secondary and there is also an on-site playgroup for 0 to 3 year olds. The school teaches children to be strong, smart and rikina and to understand about living in two worlds. There is a strong common approach to school policies and operations across the partnership and considerable work has been done within the partnership to accommodate the high levels of transience of children from community to community. There is a high level of cultural competence amongst staff at this school and this strengthens the links between the school and community. Use of the local context is encouraged including going on bush trips, participating in camel mustering or visiting the local art centre to record the stories from the elders and then using this information back in the classroom. We celebrate student's Aboriginality and are proud of their growth and achievements.

1. General information

- School Principal name:**Elizabeth Handy**
- Deputy Principal's name :**n/a**
- Year of opening:**1993**
- Postal Address:**PMB 150 via Alice Springs, NT 0872**
- Location Address:**Murputja 0872**
- DECD Region:**Anangu Lands Partnership (ALP)**
- Geographical location – ie road distance from GPO (km):**1600km**
- Telephone number:**08-89567357**
- Fax Number:**08-89567565**
- School website address:**www.murputja.sa.edu.au**
- School e-mail address:**admin@murputja.sa.edu.au**
- Child Parent Centre (CPC) attached:**Pre-School(and playgroup)**
- Out of School Hours Care (OSHC) service:**none**
- February FTE student enrolment:
[Include student enrolment data for last 5 years, including School Card percentage, Non-English Speaking Background enrolment and Aboriginal or Torres Strait Islander (ATSI) student enrolment].
- Student enrolment trends:
- Staffing numbers (as at February census):**Principal + 4 x 1.0 FTE teachers + 1 x Anangu Coordinator + 3 X casual AEWs.**

- **Public transport access:** Limited services but includes a weekly flight from Alice Springs on Friday and a bus service to/from Alice Springs twice weekly. Roads are dirt and special care is needed if driving your own vehicle which needs to be 4 wheel drive.
- **Special site arrangements:**
The Anangu Lands Partnership has a strong focus on whole partnership agreements which are expected to be embedded at a site level. This includes curriculum, pedagogy, english and maths blocks, data collection , PD activities, PM processes and others. Partnership leaders meet twice a term and there are hubs within the Partnership based around geographic location. Murputja works with Pipalytjara and Amata in the western hub.

2. Students (and their welfare)

- **General characteristics**

Students at the two Homeland communities that are serviced by Murputja School are Anangu and their first language is Pitjantjatjara. There is limited exposure to English outside of the school environment and the early years programs, including playgroup and pre-school, are seen as important stepping stones between the home communities and the school. Since the closure of Watarru Community in 2012, the Watarru families now live here and their children also attend this school.

A significant factor for Murputja Anangu School is the transient nature of the population. Anangu families who live at Kanpi or Nyapari have family and cultural obligations in other SA, WA and NT communities and may spend time away during the year. This impacts on school attendance figures.

- **Student well-being programs**

Murputja Anangu School has a strong commitment to Wellbeing Programs including the following:

- Breakfast program sponsored by Red Cross, free lunch program, teeth cleaning and nose blowing programs.
- Personal hygiene and life skills are taught in an explicit way through daily activities and are embedded in the curriculum.
- Daily use of hearing amplification systems in all learning spaces.
- Cooking programs to teach healthy eating
- Keeping Safe :Child Protection Curriculum is taught explicitly and embedded in the curriculum.

Student support offered

Small class numbers; AEW language and behaviour support; Intervention program for targeted students; ALP common curriculum.

- **Student management**

We have a whole school approach to the development and implementation of appropriate codes of behaviour which is inclusive of our student cohort. We set our students up for success and focus on the positives through language and processes. The role of the AEW in our teaching teams is vital for helping to manage complex family issues. Positive and regular communication between

the school and home is an important part of student management and demands high levels of cultural competence from staff.

- **Student government**

There are limited opportunities for student input into decision making at this time although some work is planned around developing a senior class culture in 2016.

- **Special programmes**

Students are involved on the annual dance and sports day program held in Ernabella during term 3.

Some older students are involved in the Wiltja program in Adelaide, which is a secondary residential program allowing students to go to Woodville High School. Students are involved in a long standing cultural program with Port Elliot School and once a year there is an exchange which occurs. The community are highly supportive of this exchange program.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

:Priorities for Murputja in 2016 include

- **Recent key outcomes:**

With such a small cohort it is difficult to report trends however individual students who have good attendance have made significant improvement in reading as evidenced by Running Record data. This is a reflection of a whole site focus in this area.

4. Curriculum

- **Subject offerings:**

There is a focus on a very well structured english and maths block which a partnership and site agreement. Priorities during the English block include The Big 6 with specific oral language instruction. Priorities during maths include some key elements from Natural Maths and Quickstart maths including mental computations.

In addition the AC inquiry units of work which are taught R -10 across all our schools have a focus on other AC areas including science, history, maths, literacy and Anangu culture and teachers are able to weave this learning using their professional judgement and this is supported by shared training sessions across band levels through video conferencing.

Students are also exposed to cultural learning called Anangu Domain comprising Pitjantjatjara language lessons and cultural activities with community cultural teachers.

With the recruitment of a music teacher in 2016 , this will be a focus in the future

- **Open Access/Distance Education provision:**

Currently no students.

- **Special needs:**

Hearing- all learning spaces have soundfields

EALD – focus on oral language and use of SAE at school by a variety of means

Inclusive behaviour management of students due to cross cultural considerations

Focus on Keeping Safe due to complex abuse/neglect issues.All staff are advised to be trained in SMART=er which focuses on the effects of trauma in children's lives.

- **Special curriculum features:**

Increasing focus and opportunities for secondary students with VET training being offered at the Trade Training centre which is partially funded by all ALP schools. Students also have some traineeship opportunities with targeted students doing work experience at Yulara and in their home communities. The FLO program has also been introduced in 2016 as a strategy to re-engage some older students who have left school.

- **Teaching methodology:**

There is an emphasis on pedagogy training though comprehensive and on going induction programs. All classes are multi-age and complex however classes are small and the teaching team of teacher and AEW support teaching and learning pograms. All students have access to laptops and IPads are also available. An intervention program operates when staffing allows.

- **Student assessment procedures and reporting**

Student assessment is ongoing in classrooms according to teacher professional judgement and with AC units of work assessment strategies are listed and discussed in band level working groups. There are assessment protocols in the ALP with an emphasis on data collection across the partnership so results across the homogenous group can be investigated. The information is presently being collected via a new system called SCORELINK.

Reports are formally sent home at the end of term 2 and 4 and this is supported by a student achievement folder of learning called the NINTI folder which is discussed with parents/caregiver/families. The NINTI folder is added to throughout the year and becomes a record of learning which families can then keep.

Staff take every opportunity to report on student learning in informal ways as well and due to low literacy levels of community members, the use of visuals is highly recommended.

- **Joint programmes:**

Students may travel with students of other schools due to logistical issues related to remoteness.

5. Sporting Activities

Students travel to Pipalytjara pool during term 1 and term 4 for swimming programs.

Students are involved in various sporting programs including SAPSASA football and softball, WILLPOWER and SANFL occasional programs.

6. Other Co-Curricular Activities

Students have the opportunity to go on bush trips depending on seasonal activities as requested from the community. The school also visits the local art centre at times to connect with the elders and for storytelling activities.

7. Staff (and their welfare)

- **Staff profile**

1 x Principal (PCO3), 1 x Anangu Coordinator (AEW 3), 3 x class teachers, 3 x class AEWs (AEW1), 1 x AEW in platgroup (AEW3), 1 x NIT Teacher, 1 x SSO (level 2)

- **Leadership structure**

Principal and Anangu Coordinator work closely together to lead and manage the school, 1 x AEW /Keeping Safe Coordinator in 2016 (Band 1)

- **Staff support systems**

Team work is encouraged in this small remote environment and staff work together to ensure the smooth running of the school. As many staff are early career there is an intensive induction program followed by ongoing processes to support more inexperienced teachers in this context and career stage. Other support includes ALP curriculum support and the student support team. PM

structures are focussed on pedagogy and working cross culturally and discussion is aligned to SIP and partnership priorities as are training development opportunities.

- **Performance Management**

A partnership wide agreement regarding Performance Management processes is currently being trialled in line with whole of DECD processes. A specific AEW Performance Management model is also part of the trial.

- **Staff utilisation policies**

Support for the Principal comes from the Education Director, based in Adelaide and Assistant Education Director, based at Ernabella. Curriculum / induction support is provided by various AC support officers who visit regularly. Staff can work in band levels in various ways including face to face and video conferencing on a weekly basis.

- **Access to special staff**

The Student Support Team work in a hub across the partnership and advice staff about hearing, special ed, behaviour and speech. Visits are regular and staff are able to build relationships with students and their families.

We have CAMHs and Families SA teams visiting on a regular basis.

Attendance support is provided through the RSAS team (Remote Support Attendance Strategy) and part time Skill Hire staff may assist in attendance depending on recruitment.

Art/music workshops may occur throughout the year depending on availability and need.

8. Incentives, support and award conditions for Staff

- **Locality Allowances/Country Incentives**

Locality Allowances are paid to all staff and the allowance needs to be applied for every year. Teaching staff at this school also get Zone 5 Country Incentive Allowance and this is applicable for 5 years and there is also a special class allowance paid. A Special Zone Tax B Rebate is available due to distance from the nearest post office.

- **Category 1 School**

Murputja Anangu School is a category 1 site. Please check current HR policies for information around this in terms of moving to another site

- **Designated Schools Benefits**

Teachers may receive one term paid study leave after a minimum of two years service, with one year being a permanent placement. Principals and deputies may receive one term paid study leave after 3 years of continuous service. Approval for this leave needs to be given by the Principal and Education Director.

- **Travelling time**

Due to the distance from Adelaide teaching staff have travel days allocated. There are 2 days before the holidays and 2 days after the holidays.

- **Housing assistance**

Housing is secure and comfortable. There is evaporative air conditioning, gas heating, gas cooking and the accommodation is fully furnished. DECD pays rent, gas, electricity and water. Some staff may be expected to share at times

- **Aboriginal/Anangu schools**

As an Anangu School, Murputja is able to advertise in the first round of vacancies every year and this usually occurs early in term 2.

- **Medical and dental treatment expenses**

Emergency treatment is supplied by the local clinics and this is free however they are not funded to treat pre-existing conditions. Staff can claim through the non- Metro Award for accessing other medical treatments including specialists. Travel and accommodation is part of this award. Staff are advised to get certain immunizations due to working in a high risk area and DECD will pay for this.

- **Relocation assistance**

DECD will pay for costs associated with moving including transport and removals to and from the site.

- **Principal's telephone costs**

Rental of the Principal's home phone can be claimed back.

9. School Facilities

- **Buildings and grounds**

Facilities include two classrooms in the main section of the school, pre-school classroom and yard, library, teacher's preparation room with teacher resource room attached, Principal's office and front office with bookroom. Also a large kitchen with store room and visitors flat with ensuite was completed in recent times. The senior classroom is in a new stand alone classroom funded through the BER initiative.

A large shed has been divided with one side as storage and the other side as an art/music space. A half size basket ball court is roofed for shade and is set against the backdrop of the Mann Ranges. A shaded adventure playground was erected in 2007 and the Pre-school yard was landscaped in 2015 and provides a stimulating learning area for the younger students. All learning areas are in good condition and are colourful and inviting learning spaces for students.

- **Heating and cooling**

There is ducted evaporative cooling in all spaces with reverse cycle cooling and heating in the Principal's office and in the senior class room. Some spaces need heating options to be further investigated.

- **Specialist facilities and equipment**

There is some musical equipment with plans to expand this in the future due to the recruitment of a music teacher to the school. The library has just been refurbished and includes lots of games so students can use this space during lunch times. The school has recently had new cabling and servers installed including improved wireless points. There are 20 new laptops purchased in

2016 for student use- 10 for the JP and MP class and 10 for the senior class. There are IPADs available for student use.

The kitchen is well set up for cooking lessons and this is encouraged in the school.

There are new BMX bikes for student use during recess and lunch breaks and for lessons and these are located in the bike/PE shed.

- **Student facilities**

There are girls and boys toilets with an attached shower.

- **Staff facilities**

The school kitchen also serves as the staff room. Staff also have a room to work in and where staff meetings and professional learning occurs. Homes are connected to the internet through the DECD's curriculum server.

- **Access for students and staff with disabilities**

An access ramp has been provided.

- **Access to bus transport**

All students and Anangu staff travel to and from school each day on the yellow school bus. Playgroup and pre-school children travel to and from this service on the 12 seater Hi Ace bus which is leased for this purpose.

10. School Operations

- Decision making structures

The school works under the joint management of DECD and the Ptijantjatjara Yankunytjatjara Education Committee (PYEC). PYEC was granted policy control of schools in 1987 and this was followed by operational control in 1990. Community and school members meet once a term at Umuwa to make decisions. The school also has a functioning Governing Council which represents all families. GC meetings are usually well attended.

- Regular publications

The Principal distributes a newsletter to staff every week. There is also a day book with current information for all staff.

- Other communication

The school has set up a notice board at the local store so community members are aware of what is happening at school. The display of student work changes every 2 weeks.

- School financial position

The school is in a sound financial position.

- Special funding

There is Commonwealth money available for specific projects.

11. Local Community

- General characteristics

Murputja Anangu School was established in 1993 and services the smaller homeland communities of Kanpi and Nyapari. Since Watarru closed in 2012

most Watarru families now live here. The school is unique in that it is located between the 2 communities. There are limited services at Kanpi and Nyapari but include a small store/office at Kanpi and the art centre and clinic at Nyapari. All members of the community are Anangu and there are close family ties.

- **Parent and community involvement**
Involvement is good including attending meetings to just visiting the school and helping out with cultural activities. The community is happy to be involved although due to logistics some planning needs to occur as not all families have a vehicle to drive to the school. Sometimes tensions between the two communities impacts on school operations.
- **Feeder or destination schools**
Secondary Students can attend the Wiltja program at Woodville High School in Adelaide. This is a boarding program and students return home at the end of the term.
- **Other local care and educational facilities**
Both Kanpi and Nyapari have strong cultural traditions. Both communities have church/inma at times.
- **Commercial/industrial and shopping facilities**
Kanpi has a small store with fuel and sells basic grocery lines. A freight truck visits the school once a fortnight and bush orders from Alice Springs are possible using this service.
- **Other local facilities**
Both communities have football ovals which are used in the local competition. Softball is also played in the competition. There is an art centre at Nyapari. The clinic at Nyapari has visiting nursing staff from another community.
- **Availability of staff housing**
There are 3 x two bed room duplex and a 1 x three bedroom duplex. These are the property of Government Employee Housing and are located next to the school. There is no other accommodation.
- **Accessibility**
Entry to the Pitjantjatjara/Yankunytjatjara Lands is usually made from Indulkana and is 1200km from Adelaide. Murputja is another 450km along dirt roads passing various communities. While public transport is limited there is a mail plane from Alice Springs once a week and also a bus service twice a week. Both services may be suspended if there is heavy rain. The nearest retail centre is Yulara which is 5 hours away or Alice Springs which is 7 hours away.
- **Local Government body**
There is a council with an elected member from each community. This council meets regularly at Umuwa.

12. Further Comments

Teaching in remote Aboriginal Schools can be very rewarding and satisfying. There is the opportunity to interact positively with Aboriginal people and learn about their culture. Working with Aboriginal students also expands your knowledge about the craft of teaching especially in language acquisition and understanding how children learn language. This is so for all levels of schooling in this context. Staff also have many

opportunities to access training and development options and be involved in the smooth running of the school and to be exposed to a broader view of education.

