

Murputja Anangu School and Murputja Child Parent Centre 2018 annual report to the community



Government
of South Australia
Department for Education

Murputja Anangu School Number: 1859

Murputja Child Parent Centre Number: 1878

Partnership: Anangu Lands

Name of school principal:

Luke Carter

Name of governing council chair:

Imitjala Pollard

Date of endorsement:

06 March 2019

Site context and highlights

Murputja Anangu School is a Birth - 12 school located on the Anangu Pitjantjatjara Yankunytjatjara Lands in the far north-west of South Australia. It is a member of the Anangu Lands Partnership which includes 8 schools on the APY Lands and 2 schools from the Maralinga Tjarutja Lands. Murputja Anangu School provides education to the children and families of Kanpi, Nyapari and Murputja. The primary language of the community is Pitjantjatjara. English is largely restricted to school and other service providers. There is a high level of mobility amongst families with students moving between communities in the APY Lands, the NPY Lands (WA) and the Northern Territory. Families have strong connections to culture and school attendance may be affected by participation in cultural business throughout the year.

Kanpi and Nyapari are two small communities with a population of less than a 100 people in the two communities. Services in the two communities are minimal but include police, Nganampa Health (Nyapari), Tjunga Palya Art Centre (Nyapari), the Kanpi Store (Kanpi) and RASAC (Kanpi). The communities also have two sports teams - one in football and one in softball - the Murputja Eagles.

In 2018, there were 26 enrolments at Murputja Anangu School. However, the high level of mobility of students resulted in ___ students attending Murputja Anangu School during the year. Attendance at school is supported through a daily school bus and a preschool bus for parents and children. The school also had a School Attendance Officer employed through the Remote Schools Attendance Strategy.

The school staff in 2019 consisted of a Principal in his second year of tenure, a Teaching and Learning Coordinator, a Secondary Teacher, a Primary teacher, an Early Years teacher, 2 Anangu Coordinators, 2 Anangu Educators and an SSO. The school is the largest employer of local people in the community.

Students are taught the Australian Curriculum with a strong emphasis on literacy and numeracy. Students accessed swimming lessons weekly in Term 1 and Term 4 through Pipalyatjara and Amata Swimming Pools. Students also participated in learning on country at different times throughout the year. Murputja students also had the opportunity to attend camps in Adelaide for the Wiltja program and an urban experience camp. Our students were also keen participants in Ernabella Sports and Dance. Other opportunities that were available for students were the Music Outback program, the Instrumental Music Program, and Willpower.

Key events and highlights in 2018 were:

- Ernabella Sports and Dance - Murputja won the prize for Best Music.
- Preschool Early Years camp to Kalka to learn about Warru
- Learning on country at Kunamata and Malilu Cave
- Port Elliot School's Yr6/7 visit to Murputja in Term 3
- an Art and Wellbeing program supported by CAMHS.
- Continued involvement in VET programs at the Trade Training Centre, Umuwa.

Governing council report

Due to family mobility, it was often difficult to operate Governing Council effectively. However, the Governing Council was able to meet twice in 2018. The Governing Council and other community members provided feedback to the school for the External Review. This feedback highlighted that the community valued the location of the school as it ensured that children were at school all day. They supported a bilingual approach and the valuing of Pitjantjatjara at school and believed that students wanted to attend school. They wanted to have more involvement of community, particularly on school camps. The community valued the sharing of information about student learning, but wanted to understand the data captured better.

The Governing Council Chair in 2018 was Katrina Pollard.

Quality improvement planning (preschool)

The Family Centre is a critical learning environment for our younger children and parents. In 2018, the Family Centre continued to see growth in playgroup and preschool enrolments. Attendance was supported through the provision of a morning and afternoon bus run. The Family Centre was led by key educator, Christina Son. A number of Anangu Educators worked in the space. However, consistent engagement of an Anangu Educator was difficult.

QA1

Family Centre staff focused on creating a literacy-rich environment in Pitjantjatjara. There was also a focus on the development of One Plans for all children.

QA2

The Family Centre worked closely with a range of agencies, including Nganampa Health, to support the needs of children. A healthy breakfast, snack and lunch was provided through the school nutrition program to every child. The key educator worked with Anangu Educators to support the development of understanding of duty of care.

QA3

Students were exposed to ideas of sustainability through a range of programs, explorations and learning activities.

QA4

The key educator was EY qualified and other identified staff were encouraged to attend FAFT training and/or Cert III in Early Childhood. However, this was irregular

QA5

Key learning activities focused on sharing, communication and emotional regulation throughout the year. Staff continued to work with support services and Cora Barclay to support early intervention to students with significant hearing loss.

QA6

Families were welcomed into the family centre and on regular learning on country excursions. Children with additional needs were identified and linked to supports where possible.

QA7

Staff endeavoured to meet regularly to support the implementation of the QIP. This was not always achieved.

Improvement planning and outcomes (school)

Murputja Anangu School had four key priorities in 2018.

1. Identify, share, develop and adapt highly effective teaching practices
2. Create safe and rigorous conditions for learning and wellbeing
3. Lead and strengthen family and community partnerships
4. Connect and embed culture and language into school practices

1. Identify, share, develop and adapt highly effective teaching practices

There was a continued focus on the development of oral language and the teaching of reading and writing through a systematic synthetic phonics program. This saw continued growth in students phonological awareness and confidence in reading. Staff participated in two Learning Design, Assessment and Moderation days with Pipalyatjara and Amata schools which supported partnership collaboration and the building of expertise between these three schools. Wave interventions in literacy and behaviour were implemented for identified students and student data continues to be tracked to inform these.

2. Create safe and rigorous conditions for learning and wellbeing

In 2018, staff continued to develop expertise as experts in Trauma-informed Practice. Building understanding of the 10 Essential Skills of Classroom Management was a focus in the first half of the year. Staff also began to explore wellbeing through the lens of the Berry Street Educational Model.

3. Lead and strengthen family and community partnerships

The school community had strong involvement in our Early Years space throughout the year. This was supported through assertive outreach to families (bus run). The school reviewed strategies to connect deeply with families and adjusted parent-teacher interviews to reflect context better. This resulted in highly engaging exhibitions and family days that connected parents and caregivers to student learning.

4. Connect and embed culture and language into school practices.

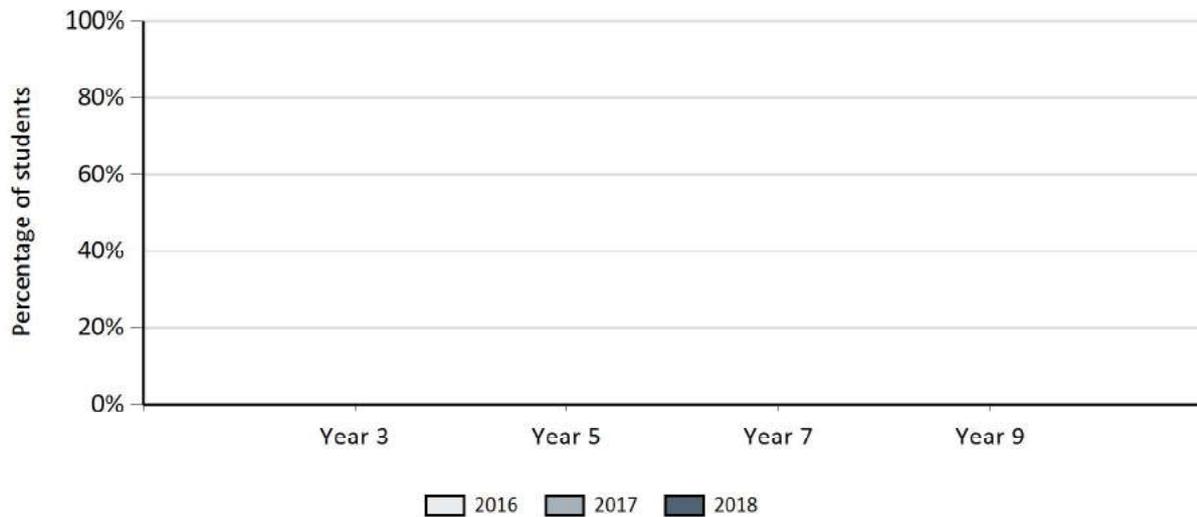
Pitjantjatjara was successfully taught in both primary and secondary classes throughout 2018. A 0.2FTE staff member was employed as a local coordinator of the First Language Maintenance and Development program. Anangu staff were supported to plan and implement the First Language program. The school continued to connect with Port Elliot Primary School for a successful cultural exchange.

Performance summary

NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.

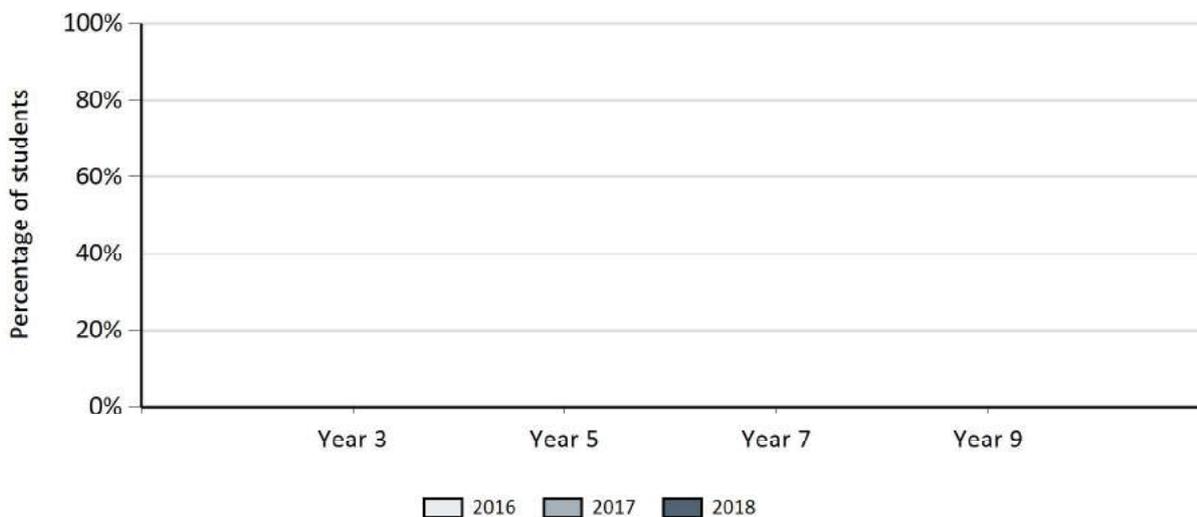
Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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.

Numeracy



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*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%.

Numeracy

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Data Source: Department's special extract from Student DataWarehouse, September 2018.

*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%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	*	*	*	*	*	*
Year 3 2016-18 average	*	*	*	*	*	*
Year 5 2018	*	*	*	*	*	*
Year 5 2016-18 average	*	*	*	*	*	*
Year 7 2018	*	*	*	*	*	*
Year 7 2016-18 average	*	*	*	*	*	*
Year 9 2018	*	*	*	*	*	*
Year 9 2016-18 average	*	*	*	*	*	*

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

[^]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.

South Australian Certificate of Education - SACE

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

2018

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 Grade distribution

Grade	2018
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Data Source: SACE Schools Data reports, extracted February 2018.

*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 that year.

2018

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training				
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students results can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

In the primary years, Murputja saw continued improvement of students phonological awareness. This is a critical skill for students who are still developing the ability to hear the sounds of English. We also saw growth in students language and literacy levels, particularly for students with more regular attendance.

In the secondary years, Murputja had consistent engagement with the Trade Training Centre, with one student completing a Certificate I in Hospitality.

The External School Review of Murputja Anangu School conducted in June 2018 recognised that evidence-based approaches were being used to target and track students. It also recognised that there was a culture of improvement at Murputja Anangu School characterised by high expectations of students.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	21.8%	37.9%	7.8%	61.3%
2016 centre	0.0%	0.0%	0.0%	75.0%
2017 centre	44.4%	13.3%	45.0%	88.0%
2018 centre	30.0%	52.5%	39.7%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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.

School attendance

Year level	2015	2016	2017	2018
Reception	69.1%	65.0%	55.0%	63.8%
Year 1	49.6%	66.1%	67.0%	34.7%
Year 2	52.7%	43.6%	69.5%	49.6%
Year 3	55.4%	43.5%	46.1%	54.8%
Year 4	71.0%	46.7%	47.1%	56.7%
Year 5	78.9%	47.4%	41.5%	56.0%
Year 6	64.2%	68.1%		44.0%
Year 7	75.2%	55.2%	55.9%	
Primary Other	25.0%			0.0%
Year 8	49.1%	55.7%	25.3%	19.2%
Year 9	49.2%	35.9%	29.4%	60.7%
Year 10	79.5%	54.5%	96.2%	53.0%
Year 11	100.0%	91.1%	82.3%	
Year 12		100.0%	98.2%	75.6%
Total	60.3%	54.8%	63.0%	52.2%

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

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

Attendance comment

Murputja Anangu School works closely with the communities of Nyapari and Kanpi to support students to attend school every day. The school runs a daily bus run for both the Family Centre and the school. Student attendance at school may be affected by families moving between communities including across state and territory borders. A period of time often elapses between when a child leaves Nyapari and Kanpi and when they re-enter a school in another community. As a school, we work with neighbouring schools to develop a strong understanding of our families movements to support school connection in other communities. This includes relationships with the KITES program, NT schools and Ngaanyatjarra Lands School in WA as well as South Australian schools.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	6	2	3	2
2016	1	1	1	1
2017	1	6	4	3
2018	3	4	7	8

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool enrolment comment

Enrolment at the Family Centre continued to grow throughout 2018. Preschool families are supported and encouraged to come to school through the provision of a bus program each day. Student numbers fluctuate regularly, depending on family needs and mobility. Parents are welcomed and included in all aspects of the Family Centre through the operation of a combined playgroup and preschool session.

School behaviour management comment

The school reviewed our school behaviour policy at the end of 2017. This led to a number of changes to support student behaviour and wellbeing in 2018. All staff have engaged in training in Trauma-informed practice. School leadership attended four days of Berry Street Educational Model training in August 2018 and staff have developed a rich understanding of the impact of trauma on physical responses from children.

The school worked closely with Support Services staff to develop a Wave intervention focused on social-emotional learning for identified children.

Client opinion summary

A formal client opinion survey was not conducted in 2018. However, the school regularly consults community using culturally responsive strategies.

Through our community consultation, families highlighted that they valued the use of Pitjantjatjara at school. They supported the nutrition program, and believed that children wanted to attend school regularly. The community highly valued community involvement in the school, but wanted there to be more attendance by family members on school camps. They also wanted there to be more male staffing. They wanted to raise the value of cultural knowledge by ensuring that elders who taught traditional knowledge were not volunteers. Families in Kanpi and Nyapari supported and valued the use of evidence to inform teaching and learning at Murputja - however, they wanted to see this transposed to Pitjantjatjara.

The communities reported feeling welcome at school, particularly new families. They supported the school bus programs and nutrition programs.

Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
1859 - Murputja Anangu School	100.0%	100.0%	100.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	27.3%
Other	3	13.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	8	36.4%
Unknown	5	22.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

Students regularly move between schools on the APY Lands, NPY Lands and the Northern Territory as well as to schools in Adelaide, Port Augusta and other urban areas. There are limited employment opportunities post-school in Nyapari and Kanpi. The school continues to work with service providers to identify opportunities for students to enter employment and/or further education.

Relevant history screening

All staff have current teachers registration or relevant history screenings. All visitors and volunteers have appropriate screenings.

Teacher qualifications 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	6
Post Graduate Qualifications	11

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Please note: 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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	4.0	2.7	1.0
Persons	1	4	4	1

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	1251624.49
Grants: Commonwealth	\$11624.28
Parent Contributions	(\$486.00)
Fund Raising	-
Other	\$10835.10

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	Conversational reading and FAFI program. A focus for cohort is development of oral language in Pijianjtajara and English.	Supports the employment of a teacher in Early Years.
Improved ECD and parenting outcomes (children's centres only)	While we are not funded, strategies are used to proactively engage families in Early Years Education. Families and children are supported to attend the Family Centre through the provision of a daily bus run.	
Improved outcomes for children with disabilities	Not applicable. However, early intervention program implemented using the Cora Barclay service, supporting both teacher and parents to implement a program	
Improved outcomes for non-English speaking children who received bilingual support	Not applicable to site. All students speak Pijianjtajara. No formal funding provided for bilingual support.	AEW employed in preschool.

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

2018 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 2018 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 behaviour management and engagement	1.0 FTE Teaching and Learning Coordinator employed. Staff attended BSEM training. Targetted 1:1 behavioural intervention implemented.	Ongoing.
	Improved outcomes for students with an additional language or dialect	Implementation of FLMD program	Ongoing
	Improved outcomes for students with disabilities	Targetted intervention 1:1, small groups identified.	Ongoing
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Students attended short and long-term visits at Wilija to support transition to secondary school. Secondary students attended VET at Umuwa Trade Training Centre Maths in Focus program begun in T4 to support numeracy development. First Language Maintenance & Development position employed at 0.2FTE Employment of additional AEWs beyond funding entitlement to support language and behaviour.	Students of appropriate age all engaged in training at Umuwa Trade Training Centre. 0.2FTE AEW L3 employed. School classes receiving allocated time for lang
Program funding for all students	Australian Curriculum	Not applicable. Funded under First Language Maintenance and Development.	
Other discretionary funding	Aboriginal languages programs initiatives	Employment of additional AEWs to support student learning.	AEWs employed in all learning spaces.
	Better schools funding	Not applicable.	
	Specialist school reporting (as required)	Not applicable	
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Supplemented the employment of a Teaching and Learning Coordinator	1.0FTE Teaching and Learning Coordinator