



Murputja Anangu School and Murputja Child Parent Centre

2020 annual report to the community

Murputja Anangu School Number: 1859

Murputja Child Parent Centre Number: 1878

Partnership: Anangu Lands

Signature

School principal:

Mr Mat Charleston

Governing council chair:

Serena Umula

Date of endorsement:

8 April 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Murputja Anangu School provides a safe and supportive education from Birth to Year 12 that develops students as strong leaders in Western and Anangu cultures. Located in the far Northwest of South Australia on the Anangu Pitjantjara Yankunytjatjara Lands, Murputja is approximately 1500kms by road from Adelaide, including 250km on unsealed roads. Murputja provides education to students and families living in the communities of Nyapari and Kanpi. Murputja is a member of the Anangu Lands Partnership which includes schools from the Yalata Lands, Maralinga Tjarutja Lands as well as the Anangu Pitjantjara Yankunytjatjara Lands.

The communities have a population of approximately 70 people, and student enrolments fluctuate between 8 and 30. The school caters for students from birth to Year 12. The school does not currently operate a preschool or playgroup however, pre-school age students are catered for in the Junior Primary Classroom.

All students' first language is Pitjantjara. Both Pitjantjara and English are spoken at school. The transience rate is high as the school can have students who attend for periods of days or weeks and then return to their home communities. The school is classified as Category 1 on the DfE Index of Educational Disadvantage. The school population includes three Students with Disabilities.

In 2020 the school had a number of successes and faced a some complex challenges brought about by the COVID-19 pandemic. During 2020 the school welcomed experienced teachers David Schell (Primary) and Louise Myers (Secondary) and Graduate teacher Adam Hodgson (Science/NIT). Along with returning teacher Suzanne Goh the teaching team worked incredibly hard to deliver focussed explicit teaching of literacy and numeracy and engaged learning activities based on high expectations and grounded in intentionally inviting interactions. One of the biggest successes of 2020 was seen in the Junior Primary class with 100% of students achieving at Year level Standard for Concepts of Print and significant growth for 100% students in Phonological Awareness and Language and Literacy Levels. For the Primary class, 80% of students achieved growth in reading as measured by Running Records. The introduction of a new culturally responsive maths pedagogy at Murputja in term four significantly impacted on student engagement in maths lessons. Expected growth in number recognition, counting processes, additive strategies and multiplicative strategies is anticipated in 2021.

The substantive Principal and the Pre-school teacher both took leave for the entire year. There have been two Acting Principals in 2020. This change over of staff created some challenges in regard to continuity of leadership and establishing a culture of learning. The school fare-welled the experienced Junior Primary teacher, Suzanne Goh at the end of the year. Suzanne was responsible for the outstanding achievements of Junior Primary students in 2020.

Due to the COVID-19 pandemic a number of school and Partnership events were cancelled. However, as restrictions were eased the school was able to send four students on a Willpower camp to Adelaide in Term Four.

Governing council report

An AGM was held in term one and had strong attendance numbers. Serena Umula was elected as the Governing Council Chairperson. Due to the COVID-19 pandemic the school was unable to hold any more meetings until term four. Most members of the Council left the community in around week five, term one and did not return for most of the year. Despite several attempted meetings, a quorum was unable to be achieved. In the term four meeting the council approved the engagement of literacy consultant Ann Maurice and numeracy consultant Guy Constable and agreed that the school basketball court should be re-surfaced.

The schools budget for the year was approved by Education Director, Mark Ames.

School quality improvement planning

Improvement planning - review and evaluate (school) In week eight, term four, we held a student free day and spent a session conducting a collaborative review of the Stages of Improvement Plan goals. Discussions were facilitated in groups where the focus was on; 'what worked?', 'what challenges we faced?', 'what was missing?' and 'what was possible for 2021'. There was an overwhelming consensus that the culturally responsive maths pedagogy was working well and student engagement in maths lessons had significantly improved and movement toward attainment of goal two had occurred. The literacy cycle was also highly effective in assisting in moving toward the achievement of goal one.

The major challenge identified in achieving all three goals was the fluctuating attendance over the course of the year. The COVID-19 pandemic created much greater fluctuations in attendance over the year than the school usually experiences.

Goal 1 was the major focus for professional learning during 2020. The goal was not met and questions were raised about the goal being linked to a minimum number of days attended as no student attended more than 120 days in 2020. Teachers still had some questions about the effectiveness of a holistic approach to literacy learning rather than focussing on decoding through InitiaLit/MaqLit. The next steps for 2021 are to closely align teaching of writing to the LEAP levels. We need to embed the collection and levelling of writing samples as normal practice and use this information to plan for the next steps in learning.

Goal 2 This goal was not met and it has been raised that this is a problem of the assessment tool we use to measure growth, rather than a lack of growth. We need to use a tool which captures the growth in number sense skills for students who are well below standard on NAPLAN and Pat-M. The implementation of a culturally responsive maths pedagogy has been very successful and there has been some excellent growth in the four sub-elements of Number Sense and Place Value skills by students in grade 2-6 as measured by school-based checklists and check-ups. In 2021 teachers will be utilising these check-ups and checklists to design precise pedagogical Sprints of 5 weeks duration aimed at specific skill gaps.

Goal 3 This goal was met. This year there has been a continuous focus on writing and the implementation of the Ann Morrice Literacy Cycle along with the Learning Through Doing Maths Pedagogy. Teachers were to complete Berry Street Trauma Informed Practice training in term two, however, this was cancelled due to COVID-19. This work will continue in 2021, however, the decision was made to only proceed with goals one and two in 2021.

Preschool improvement planning - review and evaluate

The preschool teacher position was advertised four times in 2020 and was unable to be filled. Attracting early childhood teachers is a challenge due to issues of remote isolation which has deterred some applicants. Often there are no children in the community depending on whether families have travelled for cultural business. Three preschool aged children attended Murputja in 2020 and participated in half a day in the Junior Primary class.

Goal one was to improve children's oral language in Pitjantjara and English.

The success criteria for this goal was: Children take risks in talking, singing, responding with music and movement in both languages. Children acquire key words for objects and animals and gain confidence in experimenting orally.

Goal two was children develop their understanding of numeracy in both Anangu and Piranpa systems.

The success criteria for this goal was: Children engage with problem solving and test out their ideas using materials and language. Children begin to label their collections with numbers, make arrangements using gestures/spatial terms and describe their thinking as adults support them through shared conversations. Children express joy and satisfaction with 'aha' moments as they persist and challenge themselves.

Goal three was to increase children's ability to self-soothe and self-regulate in order to approach learning in a calm manner.

The success criteria for this goal was: Children, families and staff collaborate on developing positive behaviour guidance to support each child to regulate their own behaviour. Children develop their sense of safety and recognise if they are in danger. They start to develop awareness of using strategies or seeking help if they are in an emergency situation.

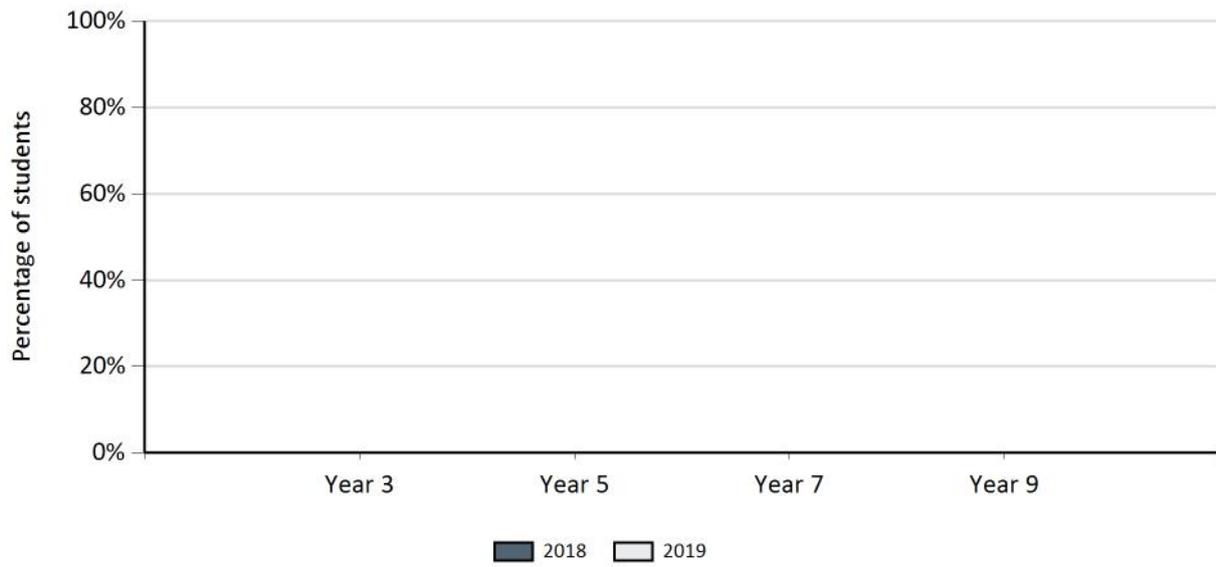
Without a dedicated preschool teacher in 2020 it was extremely challenging for the Junior Primary teacher to differentiate learning for both preschool and junior primary students. However progress was made in respect to all three goals.

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

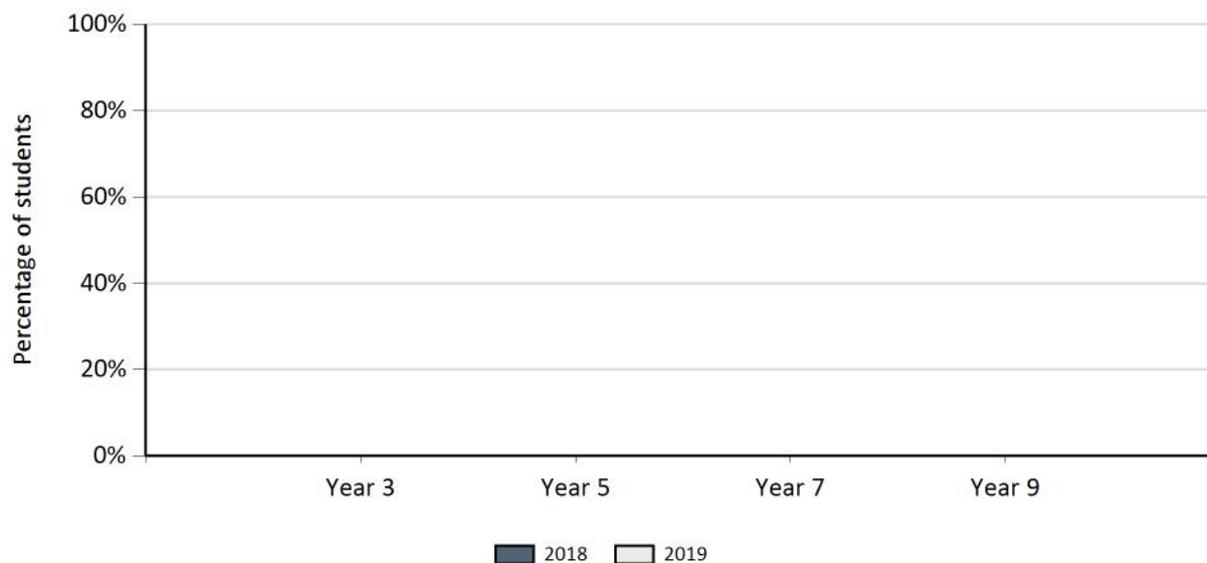


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 [^]		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 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*
Year 9 2019	*	*	*	*	*	*
Year 9 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

As a school that has less than 10 students sit NAPLAN each year the use of NAPLAN data is problematic in measuring student growth. Large fluctuations can result from the small cohort of students in each year level. As a Partnership the Anangu Lands has used a number of other measures to gauge student performance and achievement and measure student growth. This includes the PASM, Concepts of Print, Running Records and Language and Literacy levels. This information is collected and stored in the Scorelink system.

The school currently has two improvement goals;

1. All students will improve their writing. Significant resources were invested in this goal in 2020. The school worked closely throughout the last half of the year with Literacy Consultant, Ann Morrice, to implement a structured literacy cycle in all classes. The focus on this cycle is predominantly writing but it implements all aspects of the big six. The school will continue to work with Ann Morrice in 2021 to further improve literacy pedagogy. The target of all students that attend at least 120 days of school will achieve at least one Level of Growth in Language and Literacy Levels was not achieved, as no student attended at least 120 days of the school year. However, 100% of Junior Primary students did achieve this target and 40% of primary students achieved the target despite many being chronic non-attenders. This resulted in the goal being modified for 2021 to not include 'at least 120 days attendance'.

2. Increase student ability to use mathematical skills in order to solve number sense & algebraic problems. The school worked closely throughout the second half of the year with Maths Consultants, Guy Constable and Dr Judy Hartnett, to implement a three step, hands on and culturally responsive pedagogy. Student engagement in mathematics learning has increased significantly and with the teachers now using newly created diagnostic tools aligned to the ACARA numeracy progressions, we expect to see significant growth in numeracy attainment data in 2021.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	44.4%	13.3%	45.0%	88.0%
2018 centre	30.0%	52.5%	39.7%	15.3%
2019 centre	5.0%	58.6%	34.3%	63.8%
2020 centre	0.0%	N/A	20.0%	20%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	59.5%	63.8%	53.7%	64.1%
Year 1	71.8%	34.7%	12.0%	N/A

Year 2	68.4%	48.9%	47.9%	47.8%
Year 3	46.6%	54.8%	50.4%	89.4%
Year 4	44.3%	56.1%	76.1%	83.7%
Year 5	50.7%	54.9%	46.4%	84.6%
Year 6	N/A	43.5%	55.2%	23.4%
Year 7	55.1%	N/A	54.7%	63.0%
Primary Other	N/A	0.0%	N/A	N/A
Year 8	30.1%	19.2%	44.5%	20.2%
Year 9	31.7%	60.7%	24.4%	100.0%
Year 10	95.2%	52.7%	21.0%	54.5%
Year 11	76.8%	N/A	9.6%	33.4%
Year 12	100.0%	75.6%	N/A	12.1%
Total	64.3%	51.9%	44.5%	49.0%

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, Murputja have initiated a range of strategies to engage students every day. We ensure our interactions with students, family and community are intentionally inviting. Our teachers plan engaging learning experiences which include First Language and Culture. For example each Wednesday morning our Junior Primary and Pre-school students do their learning on country. This is led by our experienced Anangu Educators as well as community elders. Our older students also regularly participate in bush trips to significant locations around Kanpi and Nyapari communities. We provide a bus pick up and drop off service to both communities every day. We employ a good number of Anangu Educators so our ratio of Anangu Educators to students is usually much higher than our other Anangu Schools.

The impact of our schools approach to increasing attendance is evidenced in the steady and significant improvement in attendance rates over term four reaching over 90%. Towards the end of the year we had to do two bus runs to cope with the number of students attending. I am very proud of the excellent team of educators here at Murputja for achieving this tremendous growth.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	1	6	4	3
2018	3	4	7	8
2019	6	7	7	5
2020	4	N/A	5	5

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.

Preschool enrolment comment

Murputja continues to have a pool of transient children who travel with families from various communities and access preschool when they are in Kanpi or Nyapari. We strongly support visiting children to attend and work hard at sharing this message with Governing Council, staff and families.

Behaviour support comment

Murputja has a Responsible Behaviour Plan which is implemented in all classes. Teachers use a number of positive reinforcement tools to encourage responsible learning behaviours in their classes. When students engage in inappropriate behaviours they may receive a 'time out' which is supported by the Principal. Further, teachers are supported to use the '10 Essential Skills of classroom Management'. During 2020 teachers were profiled to monitor their use of the 'Essential Skills' by an outside consultant and received targeted feedback on their classroom management practices.

There was a small number of suspensions during 2020. This was a response to extreme and violent behaviours which risked the safety of staff and other students at the school

Client opinion summary

A client opinion survey was conducted at the end of 2020. There were 5 respondents to the survey which was translated into Pitjantjatjara.

5 Respondents (71% of families across two communities – only two families declined to participate)

1. People care about each other at this school (100% Agree)
2. Teachers and students treat each other with respect at the school (80% Agree 20% Neutral)
3. You feel like your child is important to the school (40% Strongly Agree, 60% Agree)
4. You receive enough communication from the school (40% Strongly Agree, 20% Agree, 40% Neutral)
5. You like speaking to the school (80% Agree, 20% Neutral)
6. Teachers from the school speak to you about this school (20% Strongly Agree, 60% Agree, 20% Neutral)
7. You speak to the school about your child's work (20% Strongly Agree, 80% Agree)
8. You really want the school to help your child learn a lot (40% Strongly Agree, 60% Agree)
9. You speak to your child about school learning (40% Strongly Agree, 60% Agree)
10. The teacher listens to what you say about your child (20% Strongly Agree, 80% Agree)
11. All children are reading and learning (80% Agree, 20% Neutral (Comment: "Wampa" [Don't know])
12. You think that school education, and what your child learns at school, is very important for your child heading into the future
(20% Strongly Agree, 80% Agree)

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1859 - Murputja 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 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	20.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	24	68.6%
Unknown	4	11.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

Students who complete their schooling at Murputja Anangu School generally leave school to seek work in the community. Unfortunately there are limited employment opportunities in Kanpi and Nyapari and consequently most are unemployed and participate in activities organised through the 'Community Development Program' to receive their Jobseeker benefit, if they are eligible.

Those who leave school often transfer to other schools on the APY Lands or in the Northern Territory or Western Australia.

Relevant history screening

The Anangu Lands partnership of schools continues to contribute funds to the employment of a dedicated screening officer for Anangu employees. Murputja school contributes \$5000.00 p/a to the role.

Due to the length of time some screening processes may take, employees are encouraged and supported if necessary, to begin the application and renewal process six months in advance of employment or expiry. All employees at the school have a Relevant History Screen.

An electronic data base is kept of all employees, visiting specialists and volunteers and their current Relevant History Screen status and expiry dates.

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	10
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.0	0.8	1.0
Persons	0	4	1	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$1,339,018
Grants: Commonwealth	\$107,577
Parent Contributions	\$0
Fund Raising	\$0
Other	\$7,076

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

2020 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 2020 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. It was also used to fund several arts projects designed to enhance wellbeing.	Significant decrease in violent/aggressive and disruptive behaviours.
	Improved outcomes for students with an additional language or dialect	No funding was received however 2 teachers engaged in coaching with EALD Hub Coach.	80% of Primary students achieved 1 level of growth in Language and Lit Levels.
	Inclusive Education Support Program	Training of teachers and AEs to support targeted identified students.	100% of JP Students achieved one level of growth in Language and Lit Levels.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	A whole school approach to a culturally responsive pedagogy for our Anangu students has been implemented in Maths and our Literacy Cycle and funding supported the PD and mentoring of our educators across the site. Targeted phonics program introduced through teacher training and purchasing of resources.	100% of JP students achieved growth in PASM test scores.
Program funding for all students	Australian Curriculum	Staff training in linking culturally responsive maths pedagogy and literacy cycle to ACARA	Maths checklists completed and writing samples with teaching points.
Other discretionary funding	Aboriginal languages programs Initiatives	To support teaching of 2 Pitjantjatjara lessons per week and making books in language.	Published books created by students in language.
	Better schools funding	NA	NA
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Training for AE's in Cert 3 and teacher in relevant PD	Due to COVID training was cancelled
Improved ECD and parenting outcomes (children's centres only)	NA	NA
Inclusive Education Support Program	To support educators participation in online PD as face to face was cancelled due to COVID restrictions.	Progress made in Cert 3
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.