

Mimili Anangu School and Mimili Child Parent Centre 2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Mimili Anangu School Number: 1527
Mimili Child Parent Centre Number: 1856
Partnership: Anangu Lands

Name of School Principal:	Erin McQuade
Name of Governing Council Chair:	Debra Umala
Date of Endorsement:	10th April 2017

Site Context and Highlights

Mimili Anangu School is located in a remote community in the far northwest of South Australia in the Anangu Pitjantjatjara Yankunytjatjara Lands. Mimili is approximately 1350kms by road from Adelaide, including 200 km on unsealed roads.

The community has a population of approximately 300 people, and student enrolments fluctuate between 55 and 65. The school caters for students from birth to Year 12. It includes a school-based preschool and playgroup. Most students' first language is Pitjantjatjara or Yankunytjatjara. English is frequently only 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 has an ICSEA score of 625, and is classified as Category 1 on the DECD Index of Educational Disadvantage. The median ICSEA score across Australia is 1000. The school population includes 15 (25%) Students with Disabilities.

Each classroom has a soundfield system to assist instruction and learning due to frequent conductive hearing loss. Some secondary students attend the Partnership secondary school Wiltja in Adelaide.

The leadership of the school comprises the Principal in the 3rd year of her tenure, an Anangu Coordinator in his first year and a Student Learning Coordinator in her first year.

The First Language Maintenance and Development program was commenced to implement the release of the languages section of the Australian Curriculum. We worked with the Coordinator from AES office, the hub leaders and 5 AEW language instructors to implement the units of work. Students and AEWs responded enthusiastically and are learning skills to read Pitjantjatjara texts with comprehension. Our Mimili community is supportive and very positive about this program.

The other Learning Area focus was the teaching of Mathematics and teachers and AEWs participated in a comprehensive year long program which involved working with visiting maths expert, Ann Baker, follow-up workshops with the Maths Coordinator from AES who led staff meetings, modelled lessons, observations and planning sessions. AEWs worked on having clearer understandings of their roles in the maths lesson and led groups in fun maths games. Students engaged in the familiarity of the routine of the maths lesson.

We ran successful writing moderation sessions with Fregon and Indulkana schools during which time we were able to highlight our students strengths and areas where we need to focus on in the future.

2016 has been a very busy year for the preschool despite the unfortunate high turnover of staff. The preschool has set up successful programs with the CAFHS nurse which included continuation of a well attended men's group, fortnightly parent workshops with guest speakers from Nganampa Health, Money Mob and NPY Women's Council.

The Senior Secondary students had a successful year as we celebrated SACE Stage 1 completers, and Melissa Dodd received the Trade Training Centre Student of the Year in Construction award. Secondary students gained valuable experience working with Land Management on work place practices. Congratulations also go to Megan Hooper who won the South Australian Secondary Teacher of the Year Award.

The implementation of the role of the Student Learning Coordinator has proved beneficial to our students with the focus on giving feedback to teachers on curriculum planning and ILPs to target specific learning goals for students which are connected across the learning areas.

AEWs participated in Ian Mackie project to build classroom skills and the AEWs in Early Years are working through Certificate 3 in Children's studies

Each term culminates in a celebration of learning evening in which classes share their highlights of the term. These nights were well attended and community feedback is always positive that this is a good way to share learning.

We ran successful bush trips in which members of the community show our students traditional skills and listen to important stories.

We again had 4 successful Fun Runs, an Indigenous Marathon Project initiative during which time approximately 150 students and community members participated. Congratulations to the teachers who put in extra time to organise these events.

Ernabella Dance was well attended with 65 students attending. We came third and received recognition of best costumes.

20 students and 6 staff attended the WillPower Cup at Alice Springs and our students were a part of setting goals and following steps to achieve them.

The annual Mercedes School visit was again successful and the Cultural Day was indeed a highlight. We ensured that our students got as much out of the experience as Mercedes students and they valued the opportunity to share some traditions.

This year we were successful in employing, an Anangu Lifeguard at the pool who completed his training in Adelaide. This was great for our students as it shows another employment pathway in our community.

Governing Council Report

We have had 6 meetings this year and talk about important things for our school. We like talking over a meal because it gives us more time to think. We chose the school closure days and supported the Professional Development plan for teachers and AEWs.

We acknowledge it has been hard to fill some vacancies in the school throughout the year and leave was taken by the Anangu Coordinator. We want to make Mimili an attractive place to work for experienced teachers and will work with PYEC to help attract staff to APY Lands.

The Governing Council are excited by the capital works project for the new preschool, however the allocation of the funds for the project impacts on competing priorities such as camps and resources to engage other classes such as the secondary class. We also need to think about the funding for future planning to allocate a teacher in the new playgroup.

In regard to Site Priorities in the 2016 Plan, the Governing Council is pleased with the outcomes from the strategies for improving family and community partnerships. Governing Council would like to thank the school staff for their continued dedication in running community events such as second hand clothing stalls, community BBQ's at football and softball events, community clean ups, cultural days with families and Fun Runs. These are all fantastic strategies that members of our communities thoroughly enjoyed.

Governing Council has worked with the school to organise a school camp at Victory Well. Unfortunately, on the two occasions the camp was rained out and we were unable to attend. We will continue to make this a focus for 2017.

Finally, the Governing Council celebrates that significant improvements in learning are evident in the learning data and enjoy looking at student growth at each meeting. Governing Council acknowledges the important part members play in promoting the learning success and improvement in attendance is steadily increasing. Over Term 3 and 4, overall attendance climbed to 70% we thank the Remote Schools Attendance Team for their support.

Debra Umala,
March 2017

Quality Improvement Planning (Preschool)

The preschool is an exciting learning environment for our younger children. They are welcomed and excited to attend. We have had a very difficult year with a high turn over of staff in the pre school but standards have been maintained. Partnership initiatives are being developed to attract and retain quality EY staff across the partnership.

We have continued to implement quality play based programs leading to and we are exceeding NQS. Preschool teachers work closely with Early Years Leaders in the Anangu Partnership and have found the fortnightly teleconferences very useful to build relationships with other staff while also accessing contextually relevant PD.

We have commenced the implementation of Preschool Numeracy and Literacy Indicators and the stories and example in the indicators are providing rich ways of looking at, in particular, numeracy in the preschool.

The high preschool attendance has been maintained.

Teachers have commenced reporting Literacy and numeracy indicators in Statements of Learning for all preschool finishers. Culturally rich learning programs documented in learning programs and children have evidence of Literacy & numeracy development in learning folders.

Improvement Planning and Outcomes (School)

In 2016 Mimili participated in 2 Partnership Reviews and 1 External Review. In all these reviews Mimili received high commendation on sound learning processes, connected up professional learning programs and efficient use of personnel.

A data wall was commenced in 2016 where using multiple measures to track reading growth, attendance and disability. Students are able to add to this wall after RR assessments. The wall is used by staff, families and Governing council to visually tell the story of groups and individuals reading growth.

"Mimili Anangu School has a culture of learning improvement evidenced by the number of students who have successfully completed their SACE in 2015. The school is developing and documenting systems and processes that will endure in the context of high staff turnover. There is a strong partnership between the school, Governing Council and community." External Review September 2016

The ongoing development of the Site Improvement Plan as an integral driver of improvement at the classroom level, with data driven identification of priority areas, SMARTA targets, key strategies and evaluation measures was also noted by the review team. The development and modelling of performance and development processes with staff to focus on classroom strategies to achieve school improvement targets has supported us to have overall achieved, in particular:

- Whole school maths agreement with teachers understanding and implementing agreed mathematics teaching blocks and coherent numeracy practice across the classrooms was highly achieved
- Numeracy being embedded in Integrated Units and teachers will provide opportunities for student to apply maths learning was partially achieved
- Consistency of practice in all classrooms incorporating "The Big 6" assessment fundamentals within a Literacy Block which includes feedback and evaluation strategies is ongoing and mostly achieved
- Implement learning support based on three wave intervention was achieved
- Secondary shared and targeted focus on coherent secondary pathways FLO, Wiltja, TTC, SACE and VET was ongoing and achieved.

The leadership team looks forward to incorporating the following recommendations from the External Review Team into our 2017 SIP.

1. Improve teachers' capability to apply the Essential Skills for Classroom Management to their daily classroom teaching by utilising the Partnership's classroom profiling approach and providing more regular feedback.
2. Develop and consolidate pedagogical practices that provide greater rigour and engagement of all students in their learning.
3. Strengthen the inquiry into ways of increasing authentic student voice in their learning and assessment processes, in alignment with the DECD Anangu Lands Partnership initiative, and embed effective pedagogies into the daily classroom practices.

School Performance Comment

External Review 2016 highlighted the focus on learning. In 2016 we used Scorelink to capture the data and this has proved to be useful in keeping staff on track with recording in a central repository, supported PDP conversations with teachers and importantly the data is used to differentiate the learning daily in classrooms.

Teachers reported expectations around curriculum planning being high and the roles of Student Learning Coordinator and providing feedback to practitioners has been effective.

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 Improvement Planning Outcomes can cause large changes in the percentages shown in the NAPLAN graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. 60 % of year 3 achieved national minimum standard in numeracy, and 40 % in reading.

In contextualizing the use of the assessments and standards data in the Anangu Lands Schools, schools have administered a selected range of literacy and numeracy assessments to monitor and track the performance of learners progressing and achieving at their year appropriate level in relation to the DECD standard of educational achievement in Standard Australian English. The assessments include Concepts of Print, Phonological Awareness Skills Mapping, Running Records, Progress Achievement Tests in Reading and Mathematics, Oxford Wordlists (Recognition & Spelling), Language & Literacy Levels.

In the synthesis of results for big picture whole school implications, the data demonstrates that our students are making progress towards the targets.

No Mimili students in the Reception to Year 3 age group met the target of 6 reading levels of progress. However, by using finer grain measures such as Concepts of Print, we were able to determine that 38% had made progress and three students were at standard for this testing tool. Further, 31% of the R-2 group had progressed 1 to 2 language and literacy levels. The majority of foundation students were assessed using the oral levelling tool.

In the 2-4 class, 33% of students moved 1 to 2 language levels and 33% has improved their reading levels by 3 to 6 levels.

In the Year 4 - 6 group, 55% of students moved 1 to 2 language and literacy levels and 48% had improved their reading levels by 3 to 6 levels.

In the Year 7 - 12 class, 68% of students had improved by 1 or 2 language and literacy levels and all students improved reading levels.

77% of these students improved by more than 3 reading levels with 30% of the cohort exceeding 7 levels of progress in the year.



Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	77.8%	66.7%	64.3%	42.9%
2015 Centre	66.7%	71.4%	53.8%	52.9%
2016 Centre	28.6%	30.8%	31.3%	57.5%
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	73.5%	43.9%	76.5%
Year 1	80.9%	86.3%	45.7%
Year 2	76.8%	85.7%	75.5%
Year 3	71.1%	75.2%	67.0%
Year 4	72.3%	80.3%	65.5%
Year 5	84.5%	69.2%	61.9%
Year 6	70.1%	71.0%	52.4%
Year 7	74.1%	80.2%	65.4%
Year 8	85.5%	81.4%	44.9%
Year 9	84.1%	76.0%	68.3%
Year 10	72.6%	41.5%	70.7%
Year 11		66.7%	67.9%
Year 12	75.1%	43.7%	
Secondary Other	77.8%	69.0%	100.0%
Total	76.2%	69.1%	68.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance continues to be a community wide focus and 2016 saw significant staff turn over in the RSAS initiative. This proved difficult to build on the relationships between RSAS, families and the school. This combined with leave from the Anangu Coordinator added further difficulties in offering support to students and families. However, the school continued to take a proactive approach to working with families targeted families. A trend has been identified in the secondary cohort and strategies involving student voice and ideas has been trialed for this class. Camp incentives proved popular with Mimili achieving 89% secondary attendance in the lead up to the WillPower Football carnival in term 2. Finding sustainable initiatives developed by students will be a focus for 2017. Students and families enjoy weekly assembly awards for students attending 100% and governing council would like these celebrations to continue in 2017.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	9	12	14	14
2015	12	14	13	17
2016	14	13	16	16

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

Preschool enrolments continue from our playgroup with the majority of families choosing to access preschool for their Anangu children at 3 years old. This transition is strengthened by the strong relationship between playgroup and preschool with family days and combined community events for opportunities for children to experience the preschool learning environment.

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

Behaviour Management Comment

The current policy consists of three components: the school values, known as STARS, which remind students of how to show school behaviours, the corrective behaviour system and the positive behaviour system. The corrective behaviour system sets out the processes and responsibilities to address negative behaviours. The positive behaviours apply to each classroom whereby staff members notice, explicitly name, describe and reward positive behaviours. This system promotes a consistent approach with greater emphasis on supporting students to 'own' their behaviour. If students are 'exited' to the office from their classrooms 'Time Out' reflection, in language and English, with visual scaffolds. Mimili has developed a system of re-entry involving families

Client Opinion Summary

Client opinion surveys were conducted with staff, groups of students and community members. Language remains a barrier for some clients and our partnership of schools is continuing to develop culturally inclusive ways of collecting perception data.

Staff:

Staff were surveyed by the leadership team in early term 1 and term 4 during our self review process. Some examples of feedback from term 1 include, 100% of staff supported the leadership structure Principal, Anangu Coordinator and Student Learning Coordinator. 70% of teaching staff indicated 'too much' professional development was conducted in term 1. Interestingly 70% found the PD useful. 73% of staff felt that their work life balance in the remote setting was unbalanced.

Behaviour management remains an area of improvement with 67% indicated there was 'room for improvement' in relation to communication from the leadership team after a student is withdrawn for a family meeting. During self review in term 4, staff indicated there was still room for improvement in our behaviour management system, highlighting an increase of critical incidents from a cohort of students and 'added step' is needing to be developed. A committee group was formed to promote wellbeing of staff during the school term, along with a think tank of strategies to develop the behaviour managing system further for 2017.

Students:

The MDI Wellbeing survey was conducted with year 6/7/8/9 students. The seven areas of data included, wellbeing in summary, support and engagement, social and emotional wellbeing, relationships and learning in school, physical health and lifestyle and after school activities.

67% of students reported they feel connected to an adult at school, and 100% reported they feel emotionally engaged with a teacher at school. 80% reported they feel cognitively engaged at school. 73% of students agreed strongly that they 'belong' at school, and 100% had a high academic self concept. 0% engaged with homework tasks with 77% playing computer games after school. 100% of students has engaged with other services in the week leading up to the survey, which may have included local disco over the weekend.

Community:

During term 4 a school community review was held with the Principal Consultant Daniel Balacco, Wellbeing and Interagency Coordinator Katrina Tjitayi and Principal with governing council members and family. 100% of participants indicated the school was a 'strong' place of learning, 100% of participants also indicated staff work at building links in the community with other services and families.

86% of participants indicated that problems in the school can be solved when family and staff work together. When thinking about strategies for improvement, a strong consensus that families need to bring their babies into playgroup and start learning together from birth was heard, the importance of early learning is certainly being spread throughout the community.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
1527 - Mimili Anangu School	100.0%	100.0%	100.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	8	25.8%
Other	2	6.5%
Seeking Employment	1	3.2%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	14	45.2%
Unknown	6	19.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

100% of Preschool children continued to Mimili Anangu School in their foundation year. These children are all residents of Mimili. Many of the children who leave the school enroll in other Anangu Lands schools, while the majority of the students enrolling interstate as a destination, have moved to Northern Territory or the Pt Augusta region. As there were no year 12 students during 2016, there is no data on school finishers gaining employment. During 2016 the school did employ two, 2015 SACE graduates as AEWs.

DECD Relevant History Screening

The Anangu Lands partnership of schools continues to contribute funds to the employment of a dedicated screening officer for Anangu employees. Mimili 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. Reminders and new application forms are sent to ongoing employees as their screens are about to expire.

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	10
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	0.0	7.0	4.2	2.0
Persons	0	7	11	2

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	27,000.0
Grants: Commonwealth	129,000.00
Parent Contributions	0
Fund Raising	0
Other	17,000.00

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>Learning experiences focus strongly on literacy and numeracy. A focus for the EALD cohort is Oral Language development both in English and Pitjantjatjara. This is evident during groups times where oral language is strengthened through singing, shared reading and games. Learning folders track emergent literacy growth through the use of photo stories, and childrens work over the year.</p>	<p>Vocab development, AEW lead shared reading in Pitjantjatjara - to assess all children's vocab development/ comprehension</p>
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	<p>One Plans developed for all children, incorporating goals set with families and support services for literacy, numeracy and wellbeing.</p> <p style="text-align: right;">+</p>	<p>Family engagement strengthened Transions strengthened historical goals passed on to teacher Support Services work with these set goals, shared planning time for educators</p> <p style="text-align: right;">+</p>
Improved outcomes for children with additional language or dialect	<p>Oral Language agreement developed for the partnership of schools. Professional development facilitated for EY educators, release time for capacity building and team planning for AEWs and teachers.</p>	<p>Trainsion for children to other preschools in APY</p>

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	RAAP funding supported the employment of 2 AEWs to work with 5 students throughout the week.	Improved attendance and for 2 students a decrease in timeouts when AEW present.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A no funding	
	Improved Outcomes for Students with Disabilities	Students with disabilities supported in classrooms by AEW or SSO to support their engagement with learning. Funding was also used to maintain soundfield systems throughout the school.	Students with 80% or above improved at least one reading record.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	The partnership implemented a FLO program with 6 Mimili successful applicants, programs were developed to engage these young people in short TAFE courses and programs both in Mimili and surrounding communities. FLMD coordinator was allocated to the Eastern Hub, she worked together with Partnership coordinator to develop learning programs for first language teachers. Capacity building of these staff members was provided through on and off site training, release was provided to resource this. A focus on mathematics in 2016 provided an opportunity to build capacity of Anangu and teaching staff. The additional school closure was used for this	-Re-engagement of 6 young people -Increase in AEW confidence in leading lessons in Pitjanjatjara -Increase in educator confidence in teaching mathematics
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Better schools funding was used to build capacity of Anangu and teaching staff, both on and off site training provided opportunities to strengthen effectiveness of classroom practice.	Increased attendance of Anangu staff Increase student achievement NAPLAN
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	The funding for School Counsellor was used to support specific time for principal and student learning coordinator to be on behaviour support.	Behaviour management processes followed, family meetings occurred in timely manner

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.