



Mimili Anangu School and Mimili Child Parent Centre

2022 annual report to the community

Mimili Anangu School Number: 1527

Mimili Child Parent Centre Number: 1856

Partnership: Anangu Lands

Signature

School principal:

Mrs Tricia Coulthard

Governing council chair:

Debra Umala

Date of endorsement:

19 March 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Mimili Anangu School is located in a remote community in the far North West of South Australia in the Anangu Pitjantjatjara Yankunytjatjara Lands. Mimili is approximately 1350 kilometres by road from Adelaide, including 65km on unsealed roads. The community has a population of approximately 300 people, and student enrolments fluctuate with an enrolment of approximately 75 students including approximately 15 preschool students.

The school caters for students from Birth to Year 12 including a school-based preschool and playgroup. Most students' first language is Pitjantjatjara or Yankunytjatjara. English is frequently only spoken at school. The transience rate can be 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 17 students with disabilities.

The school year got to a late start due to COVID and the Stuart Highway closure with teaching staff unable to travel on the road to Mimili.

A new Anangu Coordinator was appointed during Term 1, and commenced in Term 2.

This year, we again welcomed a new Early Years teaching team to the Family Centre. despite this, there was real progress in oral language development. The Preschool teacher is Early Childhood trained which is an advantage for this area of the school.

The Playgroup had very small numbers throughout the year, as families were concerned with COVID. The Preschool retained good numbers throughout the year. The Family Centre hosted the Paint the Lands Red, Black and Yellow celebration with Family Centre children and families from other communities visiting Mimili to celebrate the day and participate in the hatching of the Mimili Maku. Mimili was the 100th school to participate in this event.

Term 1 and Term 3 were interrupted terms and challenges for the school due to large COVID numbers in the community.

The Secondary students numbers were consistently low throughout the year. The school was unable to employ a Junior Secondary teacher and the two Secondary classes were combined throughout the year. When COVID restrictions eased, the students were able to attend the Trade Training Centre and go on some bush trips. The highlight being the Sydney camp in Term 4. The planning for this camp started in 2019 but due to COVID, the camps was rescheduled every year since this time. The Anangu Schools Cook Off took place in Term 4 with Mimili Anangu School taking first place in this event.

The Upper Primary class participated in a camp to Arbury Park in the Adelaide Hills. Students flew to Adelaide from Alice Springs and participated in activities at the outdoor learning centre at Arbury Park.

Secondary and Upper Primary students successfully participated in the inaugural Junior Football League – male and female teams from Mimili competed against other schools.

Mimili School travelled to Pukatja to participate in Ernabella Dance – the first time in three years because of COVID.

Lower Primary and Junior Primary held their Pool/Disco Party and Sleepover as well as an overnight camp at Victory Well.

Governing council report

There was a well attended AGM held in week 7 of Term 1 where Debra Umala was again elected as the Chairperson and Sadie Umala was elected as the Deputy Chairperson.

There was no further meeting held for the year. COVID restrictions, members of Governing Council not in Mimili for Arts Centre exhibitions and the Chairperson moving away from Mimili made it difficult to organise a meeting. Members of the Governing Council supported students with 'inma' for Ernabella Dance and were present at school for practices guiding students and recording singing for music.

School quality improvement planning

Goal 1: Increase all students' achievement in oral language progress towards SEA in NAPLAN Reading as indicated by PAT-R and LEAP levels was not met.

Target: All students from Years R-12, with an attendance record of 50% (11 students) or more at Mimili Anangu School, will increase at least 2 or more oral language LEAP levels in 2022; and, in turn, demonstrate progress towards InitialLit/MacLit Assessments (R-6) and NAPLAN Reading as evidence by PAT-R, Phonics Screening (Yr 1) and termly Running Records (Yr 1 – 12) assessments. Out of the 27 students who met the attendance requirement of 50% or more, only 5 students increased their oral language LEAP level by 2 or more with 7 other students were showing growth with their InitialLit/MacqLit and Running Record assessment data. One student achieved benchmark in three areas of NAPLAN. A challenge was that the LEAP levels finish at level 6 and so the discussion was had about how to continue to record student development beyond level 6. All teachers participated in oral language professional learning throughout the year with the EALD Hub coach, speech pathologist and external consultant supporting staff in explicit planning of oral language. Term 1 data sets did not exist due to sporadic attendance and many students not in Mimili that term.

Goal 2: Increase students' progress towards achieving the SEA in PAT-R, and the AC Achievement Standards for Reading.

Target: Students from Years 3 - 6 whose attendance is 50% or greater, will achieve 'C' grade or above as measure against the AC Achievement Standards for English: Year 3 & 4 = Year 1 Achievement Standard: Years 5 & 6 = Year 2 Achievement Standard

15 students met the attendance criteria with 6 students achieving at a higher Achievement Standard than in the target with one student achieving as stated by the target. One student met benchmark in NAPLAN for Reading. There has been continued upskilling of teachers in reading, using the EALD Hub coach, training in the Big 6 of Reading and MultiLit programmes being extended across the school with InitialLit, MacqLit and MiniLit Sage programmes for students from R - Year 10 and extensive training of staff including AEs to use the programme.

Preschool quality improvement planning

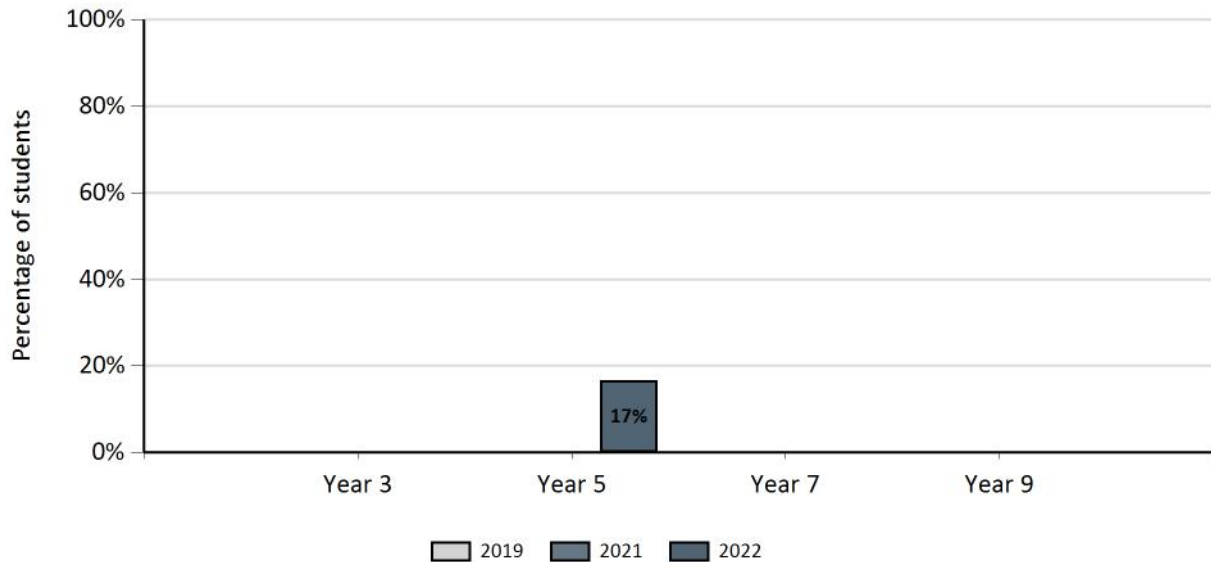
There has been a significant focus on oral language in both Yankunytjatjara, Pitjantjatjara and English. Improvement has been observed in the amount of oral language used and the variety of vocabulary used by children who attend regularly. There have been some professional learning in oral language for the teacher with the EALD Hub coach supporting in intentional planning for this area. The progress has been achieved by both teachers and Anangu Educators putting oral language at the centre of everything they do. The first language sessions, have been particularly useful for educators. It has enabled the team to plan for oral language experiences in Yankunytjatjara, Pitjantjatjara and English and to learn how to use the resources that have been produced to improve oral language opportunities and experiences. The preschool teacher is trained in Early Childhood which has been reflected in the learning opportunities and planning provided by the teacher. Her understanding and knowledge of the Early Years curriculum and understanding of early years development have been clear in the development of the students.

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

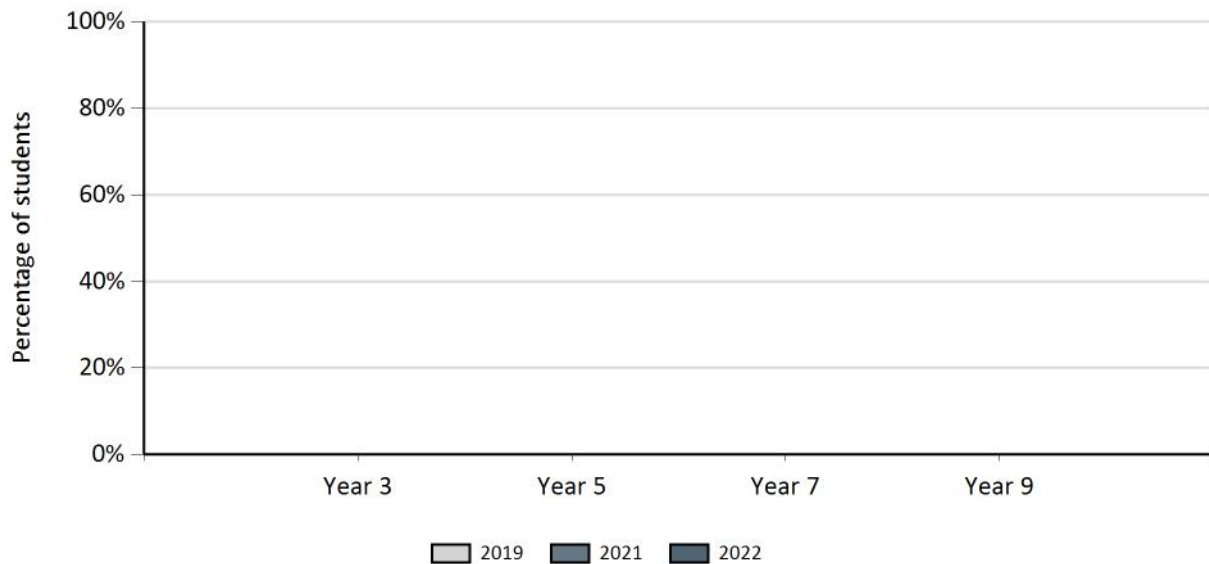


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	7	7	0	0	0%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	6	6	0	0	0%	0%
Year 05 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

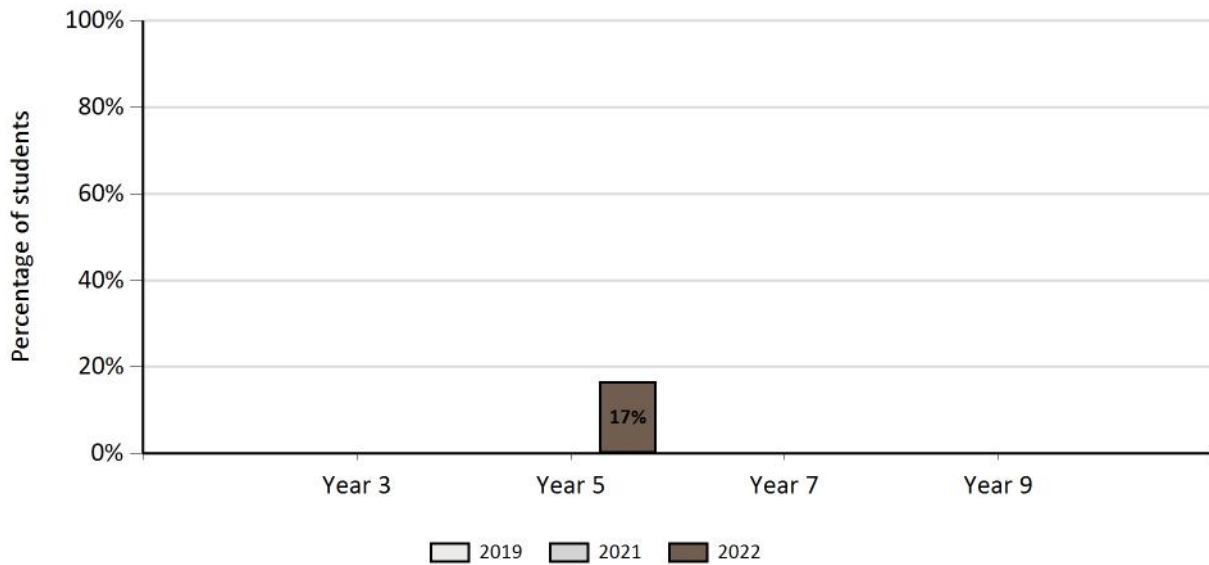
[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



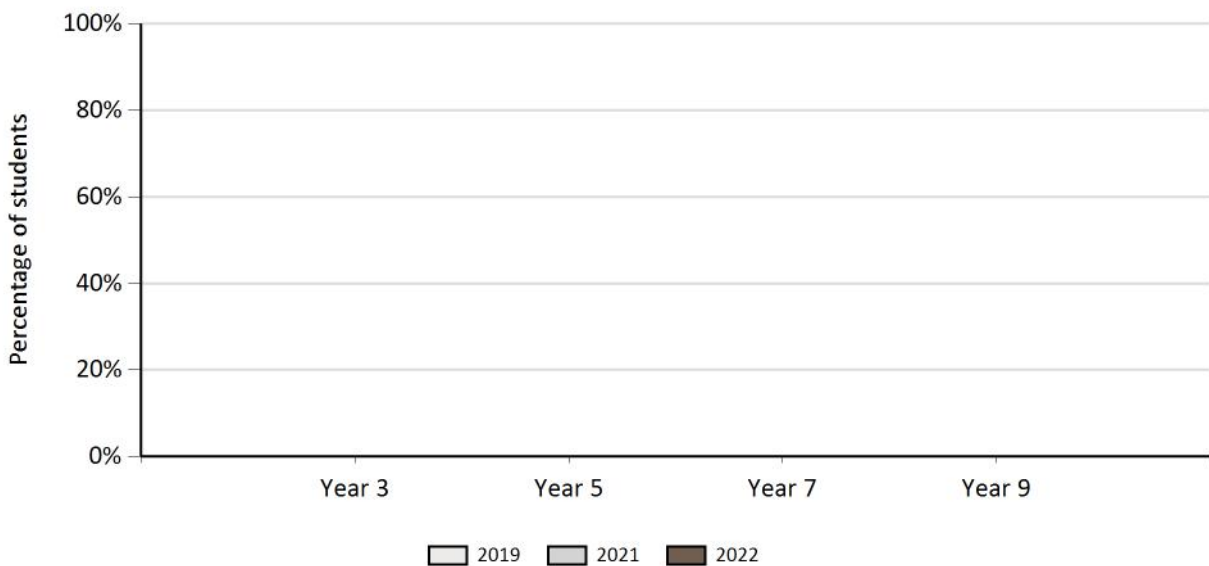
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	7	7	0	0	0%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	6	6	0	0	0%	0%
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The school signed and became a part of the MultiLit Closing the Gap agreement, which provides reading and spelling support for students. Many staff have now been trained in implementing programmes for students. Students from Reception to Year 9 participate in InitialLit, MiniLit Sage and MacqLit programmes with teachers and AEs working with small groups to support students. Students participate in assessments for placement in the programmes. Regular assessments are conducted to ensure that work is targeted for students and their learning. The intervention was conducted and supported by the Coordinator of Personalised Learning. Staff including AEs trained in using the intervention programmes of MiniLit Sage and MacqLit programmes also took small groups of children to ensure all children were working at their appropriate level. Oral language and writing samples are collected from all students and their work and oral language samples are leveled using the LEAP levels. From this information, teachers target their intentional planning from the data collected.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Targeted students made growth as shown in the data collected. The Upper Primary class had a significant number of students that surpassed the expected data level and had significant gains in the data collected. Three students began extension work online with a one-to-one tutoring from the MultiLit Closing the Gap agreement. The students worked three times a week for 45 minute sessions each week from their Sydney based tutors. One student achieved benchmark in the Year 5 NAPLAN testing for three areas.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

	2019	2020	2021	2022
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	#Error	#Error	0%
Percentage of year 12 students undertaking vocational training or trade training	#Error	#Error	#Error	0%

School performance comment

“As a school that had fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students 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.”

A Year 1 student, achieved 34% in her Foundation InitialLit screener and then proceeded to achieve 100% in her following two subsequent progress monitoring assessments. Her running records moved 3 levels from Term 3 to Term 4. All students in Years 2 and 3 and had attendance over 50% made growth in their InitialLit assessments.

Students in Years 4, 5 and 6 made growth in their LEAP levelling for oral language with two students progressing beyond the LEAP levels of 6, thus creating questions about how to continue to assess these students and their oral language.

Those same five students had growth in their running record levels for Terms 2, 3 and 4. One of those students achieved benchmark in the Year 5 NAPLAN testing for three of the areas.

Four students in Years 4, 5 and 6 were assessed at one year level below that of their current level and achieved at a level of ‘C’ or higher for English in their end of year A-E Reporting.

A Year 3 and Year 4 student were assessed at Year level for English in their end of year A-E grading. Both students received a D grade for English.

Secondary students did not participate in SACE during 2022. They did participate in the Trade Training Centre at Umuwa in Hospitality and Automotive. They received a Certificate 1 in Barbering.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	57.6%	47.4%	26.1%	26.7%
2020 centre	45.4%		11.8%	25.0%
2021 centre	24.4%	28.7%	20.0%	31.6%
2022 centre	30.6%	24.1%	14.6%	29%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	71.3%	63.9%	48.7%	59.3%
Year 1	86.2%	61.3%	49.9%	40.0%
Year 2	55.7%	58.7%	56.1%	49.1%
Year 3	61.0%	61.7%	63.4%	47.8%
Year 4	56.1%	44.0%	60.4%	64.7%
Year 5	66.0%	39.4%	48.6%	41.5%
Year 6	64.8%	62.2%	46.3%	45.2%
Year 7	65.8%	60.2%	55.0%	38.2%
Year 8	56.1%	48.0%	28.9%	43.2%
Year 9	35.3%	51.4%	37.1%	28.3%
Year 10	72.2%	75.3%	26.6%	32.6%
Year 11	61.6%	57.2%	50.2%	38.1%
Year 12	69.6%	66.7%	61.6%	37.8%
Secondary Other	61.6%	N/A	N/A	N/A
Total	63.4%	59.1%	48.6%	43.1%

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

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

Attendance comment

An attendance team met fortnightly to discuss the attendance and strategy for each child in every class. The team included; the Principal, Anangu Coordinator, Coordinator of Personalised Learning, the EDSAS Manager and a representative from the NETT (Remote School Attendance) team. The team met on a Monday morning. Members then followed up actions to improve attendance. These actions included referrals to the Social Work Duty Line, family meetings and referrals to the 'Walkalong' Team in Adelaide. Attendance during Term 1, 2022 was impacted by COVID. This improved from Term 2 as the community gained confidence in sending their children to school and believed that it was safer.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	11	18	18	18
2020	12	N/A	17	19
2022	12	17	19	20
2021	14	23	27	17

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.

Behaviour support comment

Mimili Anangu School is implementing a whole school approach and strategies for trauma informed practice into all classrooms, following the training of new staff in the Berry Street Education Model. This includes reviewing and developing the Behaviour Plan that supports trauma informed practice and a clear process in behaviour strategies. Classroom non-negotiables, the development of ready to learn plans for each child and the explicit teaching of lessons from the BSEM books commenced.
Three children were suspended during 2022 for extreme behaviour and violence.

Parent opinion survey summary

The Parent Satisfaction survey was not conducted during 2022 due to the lack of Governing Council meetings. Anecdotal feedback from families and community indicated that there was a high level of satisfaction with the school and the learning programs provided. Most families participated and supported whole school community events following the COVID restrictions in Term 1 – barbecues, visiting children’s classrooms to see their learning, many families travelled to Ernabella to support the children during Ernabella Dance, families attended and supported the children at the Junior Football games and there was good attendance at the Christmas party.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1527 - Mimili 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 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	6.7%
NT - LEFT SA FOR NT	16	26.7%
SM - SEEKING EMPLOYMENT IN SA	3	5.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	36	60.0%
WA - LEFT SA FOR WA	1	1.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

Most students from the Mimili Preschool will attend school at Mimili Anangu School. This will only change if the family and children move to another destination. All those children participated in a transition programme at Mimili Anangu School in the Junior Primary class during Term 4.

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 Anangu 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.

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	19
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	10.0	7.6	3.0
Persons	0	10	14	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$2,083,631
Grants: Commonwealth	\$217,652
Parent Contributions	\$27,394
Fund Raising	\$0
Other	\$185,866

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

2022 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.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	The funding assisted the school to employ a Youth Worker to work with young people and their families and to assist in re-engaging Wati's in school.	Wati's numbers were very low throughout the year. Portfolios of information, including USI, birth certificate, tax file numbers was developed for each FLO and Secondary student.
Improved outcomes for numeracy and literacy	To employ TRT's to allow Preschool and Playgroup staff to access Professional learning, including Early Years Conference, Certificate Three in Early Childhood.	Staff participated in professional learning and implemented it in the Preschool and Playgroup.	
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	N/A	N/A
Inclusive Education Support Program	The funding was used to employ Anangu Educators in the Preschool to support differentiated practice and culturally responsive practices.	All children have engaged successfully in the Preschool learning program.	All students have updated One Plans and reviewed goals in the Preschool. Data collected from MultiLit groups intervention groups.
	Inclusive Education Support Program	This funding was converted to a full time Coordinator salary. The Coordinator implemented Personalised Learning assisted teachers to differentiate curriculum, write and take One Plans and take small intervention groups.	
Improved outcomes for non-English speaking children who received bilingual support	The funding was used to employ Anangu Educators to work in the Preschool and provide access to learning in Yankunytjatjara.	Yankunytjara learning was visible in the classroom.	
	Improved outcomes for dual & isolated students - Aboriginal students - numeracy and literacy including early years support	This funding was largely used to support the salaries of Anangu Educators provided all learning spaces with the support of 13 Anangu Educators and each class had an allocated educator. Anangu Educators supported students to make connections between first language and English, assisted teachers to plan and implement culturally responsive pedagogy and differentiation in all classes. The AEs also taught first language lessons and Multilit intervention groups.	Each class had allocated First Language lessons learning supported students with first language knowledge and understanding.
* Targeted funding for groups of students	The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.		
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	This funding was used to support the engagement of a Literacy consultant to coach and mentor teachers in pedagogy and improvement of teaching practice. A Numeracy consultant was also engaged which included a subscription to the 'Learning Through Doing' website.	All teachers participated in Literacy training, observations and feedback of teaching practice. All teachers observed modelled lessons by consultants.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The funding was used to provide TRT release for teachers to participate in literacy and numeracy professional learning and write One Plans. Staff were also trained in MultiLit programmes – InitialLit, MacqLit and MiniLit Sage.	Staff – teachers and AEs trained in MultiLit programmes with programmes being delivered daily and all students have an up to date One Plan.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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