



Mimili Anangu School and Mimili Child Parent Centre

2021 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:

2 March 2022



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 1350kms by road from Adelaide, including 65km 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 655, and is classified as Category 1 on the DfE Index of Educational Disadvantage. The median ICSEA score across Australia is 1000. The school population includes 15 (25%) Students with Disabilities.

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 and the establishment of a Kitchen Garden by the Playgroup team. The early years program retained good numbers throughout the year.

Another highlight was the 'Learning on Country' program established by the secondary team. Each Thursday the Junior Secondary and Senior Secondary classes went out of the community to learn on country. The learning was planned and facilitated by the Secondary Anangu Educators supported by elders and community members. This culminated in the development of a short film that was successful in winning first prize in the Adelaide Youth Film Festival Competition.

The Upper Primary class participated in a camp to Adelaide and Naracoorte which was a success. Students flew to Adelaide from Coober Pedy and then went on to Naracoorte to learn about Megafauna at the Naracoorte caves. Another successful camp was the FLO Wati ride to Victory Well. This event was supported by PYEC and Bikes Palya and was a great achievement for those young men who rode such a long distance.

This year school operations were again challenged by the COVID-19 pandemic. A number of school camps and other events were cancelled during the year and there was limited access for teachers to professional learning opportunities and for students to specialized learning programs. Despite this, a number of successful community events were held including 'Inma', end of term celebrations and 'Mimili Dance' in term three and a joint art project in term four supported by PYEC and the APY Arts Collective.

Governing council report

There was a well attended AGM held in week five of term one where Debra Umala was elected as Chairperson and Zavaan Fielding as Vice Chairperson. There was one Governing Council meeting held each term with strong attendance and each family represented. The Governing Council once again supported cultural learning programs and members participated in 'Learning on Country' days.

The Council was particularly pleased that more school camps were held and that the school was employing well-trained Anangu Educators in each class. They ratified a number of policies including a new 'First Language Policy' and an updated attendance policy.

School quality improvement planning

Goal 1; All students will improve their oral language in Yankunytjatjara, Pitjantjatjara and English was not met. The target set was; 'All year 2 students who attend at least 70% will gain two Language and Literacy Levels (oral interactions)'. There was not a full set of data for the only student who met the attendance criteria of 70%. In 2021 all the teachers who participated in the intensive PL on planning for oral language development have left the site. There needs to be a renewed focus on the teaching and assessing of growth in oral language, specifically vocabulary in 2022.

Goal 2; Students in Reception to year 3 will improve their reading of Yankunytjatjara, Pitjantjatjara and English was not met. The target was; 'All year 2 students who attend at least 70% will gain one running record level per term'. Again the only student who met the attendance criteria has an incomplete data set. There has however been considerable growth in reading skills by a number of students in the school in other year levels as evidence by Running Records data collected and stored in Scorelink. The school has made considerable inroads in upskilling teachers in the skills required to teach reading to EALD students. The Macquarie University resources has had success in all classes and as the basis for the schools intervention program

Goal 3; All students will improve their writing was not met. The target was; 'All students in the upper primary class who attend school at least 70% will gain 2 Language and Literacy levels each semester'. As is evidenced by the data, there has been very pleasing growth in writing skills in upper primary. In a recent audit teachers reported that they had confidence teaching writing to students. In 2022 we will continue the consultancy support of Ann Morrice. A SFD in term one will be dedicated to the training of new staff in the Ann Morrice Literacy Cycle.

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 has been structured professional development sessions with the teachers in the school and also some facilitated for early years educators by Michelle Harvey (speech pathologist). The progress has been achieved by both teachers and Anangu Educators putting oral language at the centre of everything they do.

The first language planning sessions, which have been held regularly since term one, have been particularly useful for educators. It has enabled the team to plan for oral language experiences in Yankunytjatjara, Pitjantjatjara and English. A particular success has been the books Anangu Educators have created with first language vocabulary (eg. Animal names). These have been very popular with the children. They have learned all the vocabulary and are now using the words independently in their play.

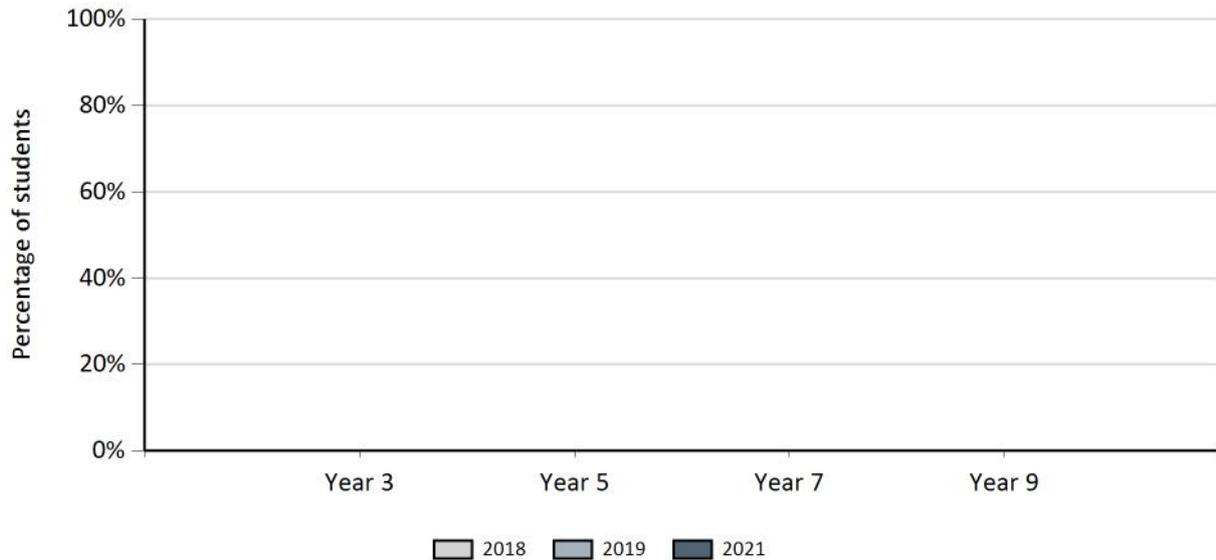
Again, our biggest inhibitor has been retention of staff in the Preschool. We had a new teacher again in 2021 who was not early years trained. The turnover of teachers has meant that we are moving forward slowly but at the start of each new year we are starting again. The lack of an early years trained educator has meant that the first term is spent learning the curriculum, policies and procedures in the preschool.

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

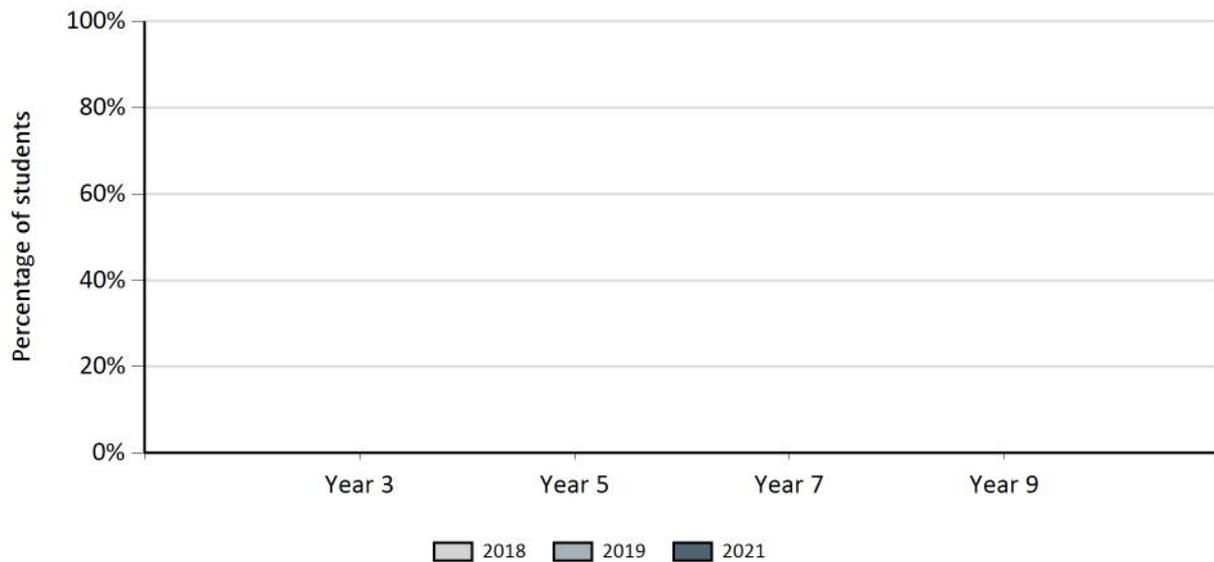


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	*	34%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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

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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	6	6	0	0	0%	0%
Year 5 2019-2021 Average	8.0	8.0	0.0	0.0	0%	0%
Year 7 2021	8	8	0	0	0%	0%
Year 7 2019-2021 Average	7.0	7.0	0.0	0.0	0%	0%
Year 9 2021	7	7	0	0	0%	0%
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

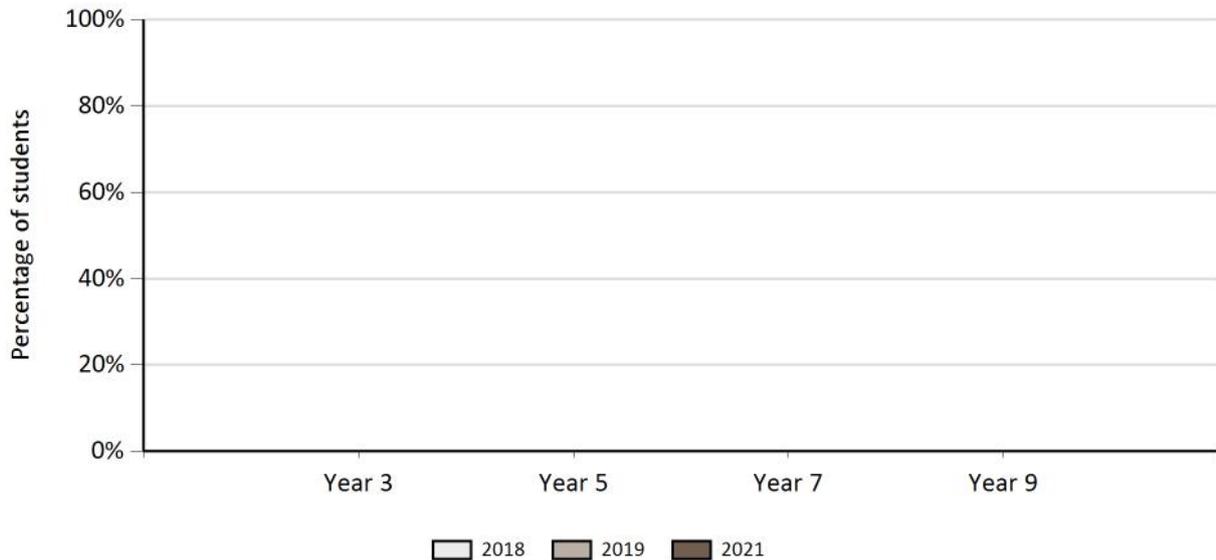
[^]includes absent and withdrawn students.

*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



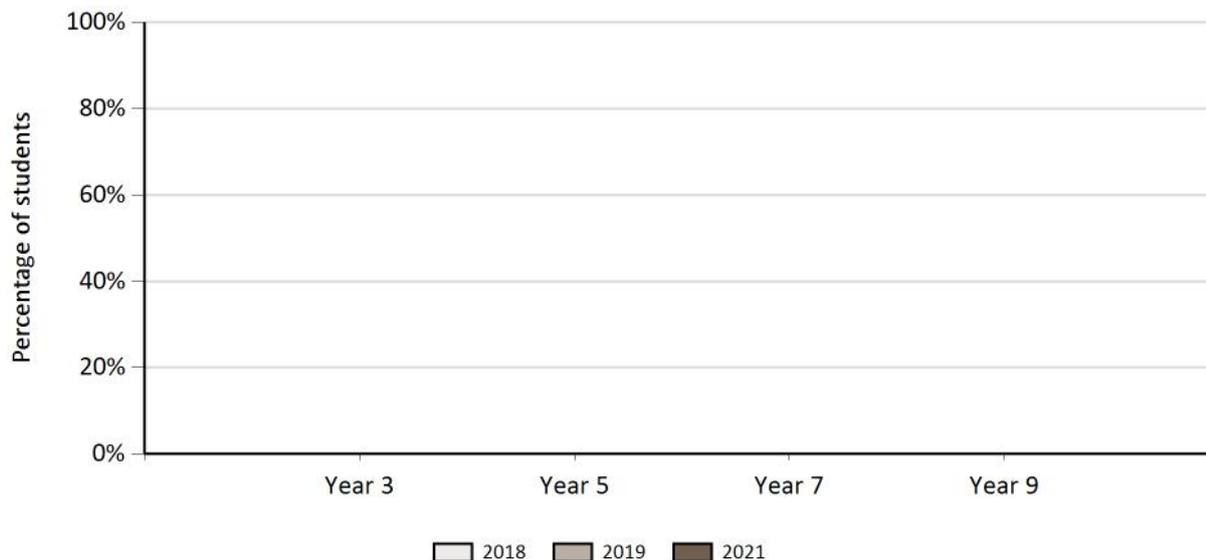
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	6.0	6.0	0.0	0.0	0%	0%
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Intervention & Support

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

The implementation of a whole school reading intervention program commenced building on a trial in 2020. All students were assessed using the Initalit screener and the Macqlit placement test. Students requiring targeted support were grouped and intervention was provided daily using the Initalit resources for R-2 students and the Macqlit program for older students. The intervention was conducted by the Coordinator of Personalised Learning and supported by teachers listening to targeted students reading daily. Students were tracked using the Initalit Screener and Macqlit program resources and summative assessment was conducted once a term using Running Records. In the senior secondary years students were supported with their writing. Students were identified for intervention using LEAP levels. Students were then supported once a week by the Coordinator of Personalised Learning to move to the next LEAP level with their writing with individualized, targeted writing activities. Summative progress was measured using LEAP levels once a term.

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

Targeted students all made significant gains in reading levels and also made significant growth in Initalit data. Targeted students improved sight word reading. Some targeted students made growth in their writing level using LEAP levels and also made growth in their oral language development using LEAP levels.

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

#Error

Data Source: SACE Schools Data reports, extracted February 2021

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

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 Improvement Planning Outcomes 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.”

Using comparative InitialLitF data screeners from 2020-2021 for Year 1 students, there has been a growth for students of 10-20%. Throughout the year, as those students worked through the program they were achieving at <90% for their Cumulative Reviews.

Reception students for 2021 achieved from 1-16% for the InitialLitF screener worked through the program and a small cohort of regular attending students achieved up to <80% for their progress monitoring at the end of the school year. A Year 2 student achieved 99% in the Cumulative Review at the end of the year in InitialLit1. That same student achieved 54/54 – Reading Tricky words and 63/64 – Reading Regular words.

Another Year 2 student began the year with an InitialLit1 screener achieving at 64% and finished the year with achieving <86% in the progress monitoring checks. In the Upper Primary class, 5 regular attenders achieved a growth of one Running Record level for 3 of the 4 terms. One student achieved growth over the 4 terms with a growth of two Running Record levels for two of the 4 terms. One Lower Primary student achieved Running Record levels growth in all 4 terms, moving 8 levels for the year. Another Lower Primary student achieved growth in Running Record levels moved one level for 3 of the 4 terms.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	68.2%	37.9%	48.1%	63.8%
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%	29%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	76.9%	71.9%	63.7%	47.0%
Year 1	75.9%	84.5%	61.3%	50.1%
Year 2	79.5%	55.9%	54.9%	58.1%
Year 3	67.6%	60.4%	65.0%	63.4%
Year 4	80.9%	56.1%	44.0%	63.8%
Year 5	78.8%	63.9%	50.2%	49.2%
Year 6	87.9%	66.0%	64.2%	37.3%
Year 7	58.0%	68.6%	60.0%	55.0%
Primary Other	N/A	69.6%	100.0%	N/A
Year 8	55.8%	55.9%	49.1%	31.4%
Year 9	30.6%	38.5%	50.2%	37.1%
Year 10	30.2%	72.2%	75.3%	26.6%
Year 11	25.0%	61.1%	57.2%	50.2%
Year 12	43.4%	69.6%	66.7%	61.6%
Secondary Other	61.8%	61.6%	N/A	15.0%
Total	64.9%	63.4%	59.1%	48.5%

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

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

Attendance comment

In 2021 a new attendance tracking procedure was introduced to assist in managing student attendance. An attendance team was formed which included the Coordinator of Personalised Learning, the Principal, the EDSAS Manager and a representative from the NETT (Remote School Attendance) team. The team met each Monday morning and systematically discussed the attendance of every child in every class. Team members then followed up actions to improve attendance. These actions included referrals to the Social Work Duty Line, family meetings or referrals to the 'Walkalong' Team in Adelaide. Attendance during 2021 was impacted by COVID-19.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	20	19	18	21
2019	11	18	18	18
2020	12	N/A	17	19
2021	14	23	27	33

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 has a 'Responsible Behavior Plan', which was reviewed at the commencement of 2021. Support is provided to all teachers by leadership to manage student behaviours and assist with time outs and take homes. During 2021 all teachers and Anangu Educators participated in day one and two of the Berry Street Education Model training. The school has commenced the implementation of Trauma Informed practices in all classes and this work will continue in 2022. Teachers also participated in Crisis Intervention Training which built on their skills in managing extreme behaviours. Overall, there has been a reduction in incidents requiring a 'time out' or 'take home'. There was one student suspended during 2021.

Parent opinion survey summary

The Parent Satisfaction survey was not conducted during 2021. Anecdotal feedback from families and community indicated that there was a high level of satisfaction with the school and the learning programs provided. The majority of families engaged with open days and other school events and visited their child's classrooms during the school year.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1527 - Mimili Anangu School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term3. 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), Term3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	3.1%
NT - LEFT SA FOR NT	2	6.3%
SM - SEEKING EMPLOYMENT IN SA	4	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	6.3%
U - UNKNOWN	23	71.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

Destination comment

Students who complete their schooling at Mimili Anangu School generally leave school to seek work in the community. Unfortunately there are limited employment opportunities in Mimili and consequently most are unemployed and participate in activities organised through the 'Community Development Program' to receive their Jobseeker benefit, if they are eligible. One Flexible Learning Program student successfully commenced a Hospitality Traineeship at the Voyages Resort in Yulara.

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. 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.

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 2021 .

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 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$2,318,004
Grants: Commonwealth	\$214,281
Parent Contributions	\$27,761
Fund Raising	\$492
Other	\$138,220

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

2021 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 2021 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	The funding assisted the school to employ a Youth Worker to work with young people and their families and to assist in reengaging Wati's in school.	14 young men engaged in the FLO Program regularly.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	This funding was converted to a full time Coordinator salary. The Coordinator of Personalised Learning assisted teachers to differentiate curriculum and write and implement One Plans.	All students have a One Plan updated each term.
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>	This funding was largely used to support the salaries of Anangu Educators in all learning spaces. The school employed up to 12 Anangu Educators and each class had a minimum of one educator at any time. Anangu Educators supported students to make connections between first language and English, assisted teachers to plan and implement culturally responsive pedagogy and supported differentiation in all classes.	Each class had regular first language lessons and were supported to learn English through First Language knowledge.
Program funding for all students	Australian Curriculum	This funding was used to support the engagement of a Literacy consultant and a Numeracy consultant including subscription to the 'Learning Through Doing' website.	All teachers participated in Literacy training, were observed in their teaching.
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. Also to train all staff in Initalit synthetic phonics program.	All staff trained in Initalit Program and all students have a One Plan.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	To employ TRT's to allow Preschool and Playgroup staff to access Professional learning. For example, Early Years Conference, FAFT training, Certificate three in Early Childhood.	Staff participated in above mentioned training and implemented learning in the Preschool and Playgroup.
Inclusive Education Support Program	This funding was used to employ Anangu Educators in the Preschool in order to support differentiated practice. It also supported the release of the Preschool teacher to write One Plans for all children.	All children have current One Plans and have engaged successfully in the Preschool learning program. Two AE's were employed to work in the Preschool.
Improved outcomes for non-English speaking children who received bilingual support	This funding was used to employ Anangu Educators to work in the Preschool and provide access to learning in Yankunytjatjara. They produced resources to support learning in first language and provided structured learning opportunities with the support of the teacher.	Yankunytjatjara visible in the learning space and used to engage and support children in learning.

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