



# Indulkana Anangu School and Indulkana Child Parent Centre

## 2020 annual report to the community

Indulkana Anangu School Number: 1174

Indulkana Child Parent Centre Number: 1586

Partnership: Anangu Lands

Signature

School principal:

Mrs Kate James

Governing council chair:

Trish Singer

Date of endorsement:

21 February 2021



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

At Indulkana Anangu School all of our students (except one toddler in our Family Centre) are Anangu and their first language is Pitjantjatjara or Yankunytjatjara. This is usually the first language spoken at home although in 2020 we also had a small number of students who have returned to Indulkana who speak English fluently and in some cases is their first language.

Our enrolments in 2020 fluctuated between 60 and 75 students through out the year. In 2020 due to COVID-19 and other issues some of these not being regular attendees. We have lots of babies in our community and are seeing strong growth and numbers in our Early Years Family Centre and Preschool. COVID had a significant impact on the school during 2020 but this did not affect there being significant gains in student outcomes which will be highlighted throughout the report.

In 2020 we had no graduate teachers which allowed us to consolidate and move forward with greater focus and clarity with our Site Improvement Plan. We had 2 teachers in their second year of teaching, (one contract and one won a permanent position from 2021), 2 teachers in their 3rd year of teaching (both permanent) , one teacher in her 4th year of teaching (permanent). All of these teachers have only taught at Indulkana and won permanent positions. We also have a teacher in their 3rd year at Indulkana but their 7th year on the APY Lands. We had 2 experienced contract teachers from interstate who were in their first year of teaching on the APY Lands. We also employed a new permanent teacher in the Junior Primary who was in her 3rd year of teaching but her first at Indulkana. We continue to find it difficult to employ a Deputy Principal in the advertised 3 year tenure but were able to re-advertise for a 12 month tenure and successfully filled that mid term 1 for the year. The principal at the end of 2020 has now been at Indulkana for 3 and a half years. This stability in staff is beginning to pay dividends with the outcomes we are beginning to see for students and quality teaching and learning. Our strong AE workforce was significantly affected in 2020 with 4 of our regular AE's gaining employment or University studies as well as moving out of community. Often we only had 2 or 3 regular Anangu Educators attending across the site. When AE's are present it supports our students even more to achieve outcomes. There was significant growth in the skill development of educators through our targeted pedagogies and programs.

The highlights of 2020 were:

- online learning platform for lockdown and 54 students and families accessing this during the 2 and a half weeks at the Youth Shed.
- improvement of student outcomes in writing and reading through targeted PD.
- developing a consistent assessment processes across the site and online assessment folders.
- community events such as Reconciliation Day, Art display, working with Arts Centre elders for painting techniques.
- online concert and community meal delivered to all families.
- Students engaging in the FLO program x 2 days a week.
- Students co-creating and translating books into Yankunytjatjara with community and AE support. Collaboration with FC and CC in symbols painting and video with Kipara class.
- revamp of library space which is re-engaging a love of reading across the site.
- fortnightly assemblies where students are growing in confidence to present their learning to the school.
- online videos sharing learning across the site with communities through social media platform.
- strong attendance and learning in the preschool.
- community working with the school to follow all the new COVID restrictions to keep everyone safe.

## Governing council report

The governing Council was unable to meet on a regular basis in 202 due to the COVID pandemic and restrictions. When possible the Governing Council would meet and it is pleasing that we are now moving into a space where we are able to hold meetings due to having a quorum. The meetings are moving away from talking about community issues and behavior and are now beginning to focus on a clear agenda and teaching and learning that is happening in the school. Governing Council meetings still require more consistency but are becoming more consistent and consultative.

In 2021 a focus will be on attracting some of our younger parents/caregivers to attend the meetings so we are having the perspectives of the next generation whilst still respecting the elders of the community around education.

# School quality improvement planning

In 2020 our SIP focus continued to have a strong focus on reading. Despite the challenges faced with COVID affecting attendance strong progress was made for many students at school. Our strong Family Centre and Preschool to School pathway in our attendance and school achievement data of our R-2 cohort. They understand how school works and see themselves as learners. They implementation of the InitialLit synthetic phonics program is seeing these students progressing rapidly. A consistent 4 week attendance block was seeing students increase their phonological skills by 50%. By the end of the year students were beginning to write independently. A strong teaching team of teacher and AE with high expectations is supporting the success of students.

NAPLAN results are not available in 2020 due to cancellation due to the COVID pandemic. The school uses many other forms of assessment to track and monitor students progress towards our SIP goals. Most regular attenders during 2020 were able to meet the school goal of increasing at least 2 reading levels per term.

All teachers R-12 undertook the new training in LEAP levels replacing the previous EALD levels. As no staff were trained in the levels until term 4 the data around levels was begun in term 4, 2020. This is an area for further development in 2021 as it will help guide next steps for student development. Accurate data on student achievement using the new LEAP levels will be available in 2021.

Secondary attendance was decimated in 2020 with COVID and we have very little data for many students due to a lack of attendance and SACE results were limited. This is an area that requires significant attention in 2021. We have many students who are capable of achieving in SACE but will need to have regular attendance in 2021. We are looking at a new model of delivering the curriculum to our middle and secondary students in 2021 to address these issues.

Our SIP review in term 4 and our PAT-R results identified that we need to continue our whole school focus on reading comprehension which reflect literal, critical and inferential comprehension. Staff identified that becoming more proficient in using running records and PAT-R data to inform our teaching and learning emphases across the site. We have identified actions to support our further development of reading comprehension that form part of our new SIP for 2021.

We have a consistent approach and pedagogy across the school using our Reading Agreement. Literacy Cycle. InitialLit (synthetic phonics) and Big 6 of reading. We have developed a consistent approach to assessment across the school for Literacy through our assessment folders and online assessment platform. These pedagogies allow us to be responsive to the needs of our students. Our next steps is genre mapping to build on our writing development which is now tracking students are at with their writing stages allowing teaching points for individual and groups of students.

Final thoughts from staff: The quality of teachers and their belief in students' abilities to learn and to see themselves as learners are values and qualities that underpin all our pedagogies and curriculum. Our clear pedagogies, goals and direction have helped us make a quantifiable difference in 2020 with our learning despite the challenges.

# Preschool improvement planning - review and evaluate

Indulkana Anangu School has a strong and collaborative Early Years team consisting of Nikki (Children's Centre Educator), Numi (Children's Centre Anangu Educator), Catherine (Family Centre Educator), Sally and Telissa (Family Centre Anangu Educators) who work cohesively and deliver a child-centred learning program. Since our transition to a Children and Family Centre in 2018, we collaborate to deliver a comprehensive, child-centred, consistent and culturally responsive learning program.

In 2018, the Children and Family Centre were involved in an NQS (National Quality Standards) review which involved an assessment on all seven quality areas. The Children and Family Centre received an overall rating of 'Exceeding'.

Indulkana Family Centre was affected by the COVID-19 pandemic in 2020; we were required to close following instruction from DfE to keep families safe. The Children and Family Centre was impacted again when the Children's Centre flooded and the Children's Centre were required to run our program from the Family Centre in the morning session (we used the Family Centre to ensure the room and equipment was compliant for the use of the Children's Centre). This continued for the duration of term 2 until the Children's Centre was deemed safe to use again. When we were able to resume Family Centre, they operated in the afternoon, 1pm-3pm. The threat of COVID-19 and change in routine of opening and closing times affected attendance in the Family Centre.

## Quality Area 1 – Educational Programs and Practice

Educators established and embedded collaborative practices through connected pedagogy for continuity of learning that is inclusive of children and families. This involves Children and Family Centre pirinpa and Anangu educators and families working together to plan and implement programs using an inquiry approach.

## Quality Area 2 – Children's Health and Safety

A thorough and consistent hygiene program is maintained in the Children's Centre each morning inclusive of nose blowing, face washing and teeth cleaning. Healthy, nutritious food and snacks are provided daily in the Children and Family Centre and lunch is provided to the Children's Centre from the school kitchen as part of our service for children. The Family Centre cooks lunch daily to teach the families about nutrition, introduce new skills and support the families in providing for their children. We now employ a cleaner who supports with maintaining the cleanliness of the Children and Family Centre (including routine COVID cleans). Children and families are now hyper aware of the importance of hand-washing and covering mouth when coughing, which resulted in families being a big support behind supporting and encouraging (even more so) the embedded hygiene routines.

## Quality Area 3 – Physical Environment

Through observations, conversations and reflection, the learning environment reflects the interests and needs of the current community using inquiry learning through nature play. Th

## Improvement: Aboriginal learners

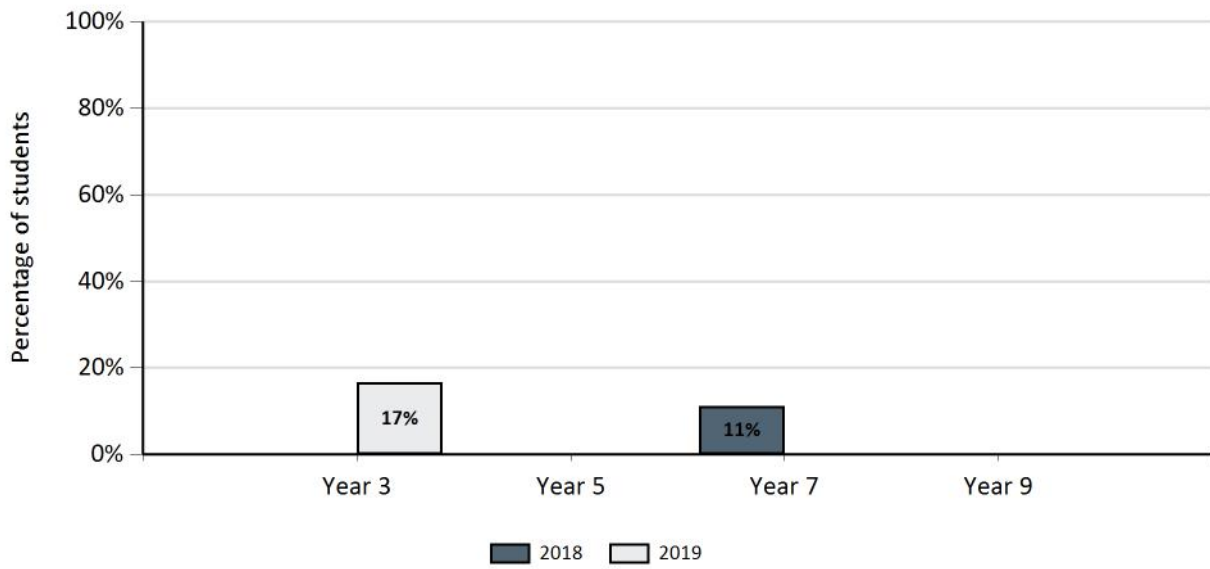
As all of our learner's identify as Aboriginal the whole annual report is referencing improvement planning for Aboriginal learners.

# 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

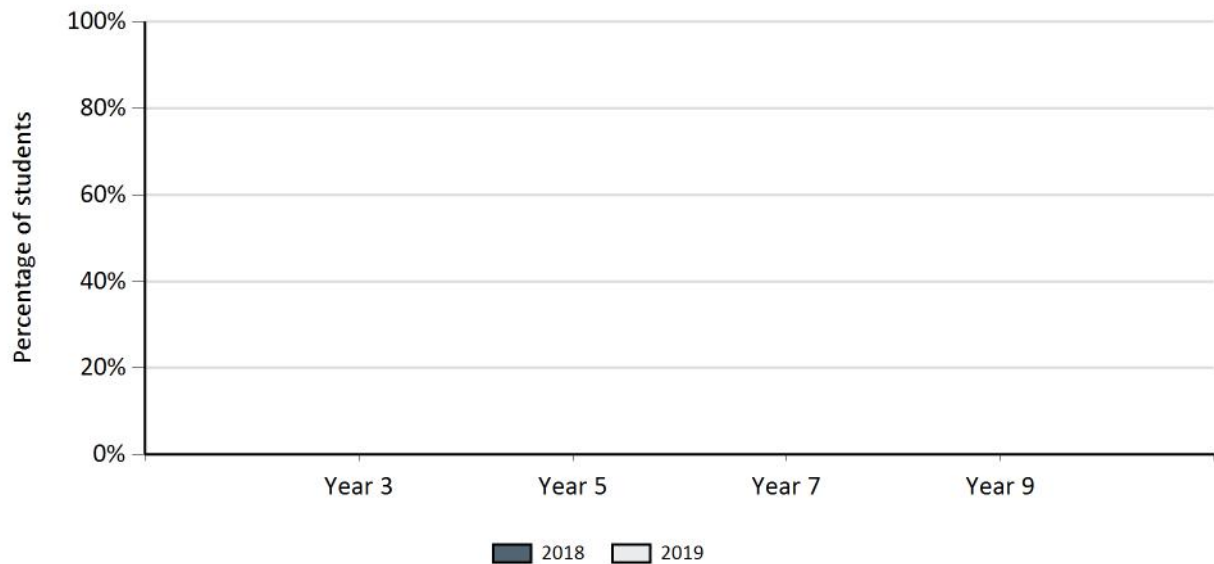


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	6	6	0	0	0%	0%
Year 3 2017-2019 Average	6.7	6.7	0.0	0.0	0%	0%
Year 5 2019	6	6	0	0	0%	0%
Year 5 2017-2019 Average	7.0	7.0	0.0	0.0	0%	0%
Year 7 2019	6	6	0	0	0%	0%
Year 7 2017-2019 Average	8.3	8.3	0.0	0.0	0%	0%
Year 9 2019	*	*	*	*	*	*
Year 9 2017-2019 Average	8.7	8.7	0.0	0.0	0%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>includes absent and withdrawn students.

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

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

# South Australian Certificate of Education - SACE

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

2019	
*	%

Data Source: SACE Schools Data reports, extracted February 2020

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade

Data Source: SACE Schools Data reports, extracted February 2020

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

#Error

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
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	100%	100%	50%	100%



# School performance comment

During 2020 the uncertainty of the COVID pandemic had a significant impact on our performance and attendance. Term one saw a strong start with attendance and teaching and learning. We were on target and making solid progress towards our SIP goals. The pandemic came with uncertainty and for many community members fear. As a highly venerable community families some families kept their children home from school. The impact on our secondary cohort was devastating going from strong attendance of up to 10 students a day to some days with no or only one or two students attending. Numbers were impacted across the school with average attendance down by at least 40%.

Despite this we continued to see progress for students who were still attending on a regular basis despite the challenges a pandemic brings.

Our Family Centre to Preschool pathway continued despite the challenges faced with Family Centers (playgroups) being shut for an extended period due to the COVID restrictions. We kept contact with families through online support and visiting with work packs. Having to share the Family Centre space due to a floor flooding issue in the Children's Centre saw a change in time for the Family Centre to the afternoon session accommodated the needs of both groups in a compliant manner. This meant that the cohesion of the 2 centers working together at the same time was disrupted. Despite this the preschool continued to have regular attendance of up to 4 students a day as mentioned above.

The strong induction and transition program that has been established between the Children's Centre and Junior Primary teacher saw many opportunities for the children to become familiar with the school for 2021. Transition began in term 3 on a regular weekly basis. This was supported by the Anangu Educators were possible. Transition is tailored to the needs of the child. Some requiring more support and visits than others. The junior primary teacher also had a timetabled session each week with the Children's Centre to support transition.

Our reading focus through our SIP saw significant progress for the cohort of students with regular attendance in 2020. Many of these students achieved the goal of 2 reading levels per term but due to attendance of our older students we had little data and limited growth. Beginning our school focus on InitialLit in term 3 for our Junior Primary and Year 2/3/4/5 class saw significant progress in phonological awareness. Testing indicated that students who attended for a 4 week block of school improved their results by at least 50%. Students are now sounding and blending words, writing sentences are ready to read. The school has spent time and money on training teachers and buying appropriate resources and decodable readers.

Despite many challenges to the senior cohort in 2020 students showed a resilience and commitment to still be able to come into school ready to learn. Students engaged particularly well in developing their comprehension and summarising skills when analysing news reports as well as using their first language skills to develop a brochure based on the local area. Of particular note is those students who engaged with online learning whilst in lockdown.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	70.0%	62.2%	74.5%	83.3%
2018 centre	35.0%	55.8%	60.9%	56.4%
2019 centre	58.2%	65.5%	65.2%	56.9%
2020 centre	58.9%	N/A	47.5%	75%
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	65.6%	58.1%	56.5%	37.7%
Year 1	49.6%	57.6%	56.8%	57.0%

Year 2	72.0%	56.6%	78.1%	60.8%
Year 3	79.4%	80.6%	63.4%	46.5%
Year 4	80.2%	68.2%	76.9%	55.8%
Year 5	62.1%	63.3%	59.6%	67.4%
Year 6	70.7%	59.4%	84.5%	41.3%
Year 7	81.7%	60.5%	47.9%	72.7%
Primary Other	50.0%	38.8%	N/A	59.7%
Year 8	57.2%	64.2%	54.1%	39.4%
Year 9	78.2%	65.5%	40.3%	32.6%
Year 10	65.8%	55.3%	41.7%	43.4%
Year 11	74.3%	74.3%	39.6%	65.6%
Year 12	71.7%	100.0%	57.0%	56.3%
Secondary Other	N/A	91.4%	41.7%	90.5%
Total	71.9%	64.1%	54.6%	57.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Attendance continues to be a strong focus at Indulkana Anangu School. In 2020 we had a limited attendance team who were not successful in supporting the school with attendance. Teachers at the school took on this role and were involved in being pro-active in following up with students and supporting families to send their children to school. As a site we offered different incentives for students with regular attendance.

Even during COVID we affected school attendance hugely we still had some strong attendance in the Family Centre averaging 5 babies a day for the year. Due to COVID restrictions there was a number of weeks that the Family Centre was required to be closed. Online and home visit were used during this time to support learning. Numbers in the Children's Centre were high on some days having 10 students. The average attendance for the Children's Centre for the year was 5.

The secondary section of our school which would normally have an average of 8 students attending was severely affected by COVID and numbers were only averaging 2-3 students after a strong start in term 1. The school is implementing a number of new initiatives in 2021 to tackle this issue.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	7	9	7	12
2018	6	9	11	12
2019	6	6	9	13
2020	9	N/A	7	14

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

Transiency is always a concern as families are still quite mobile as they often leave the school aged children in community and take the preschoolers with them. When in community our preschoolers attend the preschool for the entire session and engage in the program offered. The routines for children moving from the Family Centre to the preschool when they are 3 are strong and students quickly adjust.

Despite the challenges faced in 2020 with COVID restrictions and biosecurity lockdown on the APY Land's the community continued to support the education of their students at the Children's Centre and whilst numbers were lower they still averaged around 4 children a day. When the restrictions were lifted the numbers in the Children's Centre would often sit around 8 or 9 children. Children who are in community generally attend and if they are not attending it is usually an indication that they are not in Indulkana.

We have a strong program in the Children's Centre with a well established teacher so families are comfortable with the educators and support the program offered. We expect the strong numbers and attendance to continue in 2021 with 10 children moving up into Reception.

## Behaviour support comment

At Indulkana Anangu School the increase in a more engaging and rigorous curriculum for students has seen a dramatic decrease in behaviors that require intervention. Educators are becoming more skilled in supporting students with their needs. We are not seeing students out of the classroom during learning time. There are still students who require extra support with self regulation and strategies/plan are put in place to support this if needed. When required Leadership support students through time out of the classroom in the front office and work with them and if required families to re-engage them in their learning. A culture of high expectations for students and appropriate school behaviours is allowing the school to be a calm environment where learning is occurring.

# Client opinion summary

In previous years the culturally inappropriate DfE client survey has not allowed us to get any results. In 2020 however, PYEC worked on developing a tailored survey in both English and Pitjantjatjara with approved modifications to the original survey. Staff with the support of an AE went out into the community and supported the completion of the survey. This was well received by the community. We were able to get 10 family groups to complete the survey. The results show a strong relationship and satisfaction with the school but also highlights some areas to further develop. These results have been collated from the paper copies of the survey which are on file at the school. Feedback across both surveys was our families wanting more information about their children's learning. This was impacted due to restrictions but will be addressed in 2021.

Results for each question are below:

1. People care about each other at this school?: 6 agree, 4 strongly agree. (kids sometimes tease each other)
2. Teachers and students treat each other with respect at the school?: 1 neutral, 6 agree, 3 strongly agree. (even with kids mucking around it is handled well by the teachers and they make sure the kids know what they have been doing wrong).
3. You feel your child is important to the school?: 6 agree, 4 strongly agree.
4. You receive enough communication from the school?: 1 strongly disagree, 2 disagree, 4 agree, 3 strongly agree. (good ask for consent knowing where the child is going. Other family members communicate with the school (works away), make sure to speak to parents not just family members as sometimes information is relayed).
5. You like speaking to the school?: 1 disagree (no reason to my child is happy at school and well behaved), 8 agree, 1 strongly agree.
6. Teachers from the school speak to you about this school?: 2 neutral, 7 agree, 1 strongly agree. (sometimes to other family members - works away)
7. You speak to the school about your child's work?: 2 disagree, 2 neutral, 5 agree, 1 strongly agrees.
8. You really want the school to help your child learn a lot?: 3 agree, 7 strongly agree.
9. You speak to your child about school learning?: 7 agree, 3 strongly agree.
10. The teacher listens to what you say about your child?: 2 neutral, 6 agree, 2 strongly agree.
11. All children are reading and learning?: 8 agree, 2 strongly agree. (students have been using strategies learnt at school to help their reading at home-sounding out).
12. You think that the school education, and what your child learns at school, is very important for child heading into the future?: 1 neutral (unsure), 4 agree, 5 strongly agree.
13. You feel confident and strong in helping your child in what they want to do when they finish school?: 1 neutral, 6 agree, 3 strongly agree.
14. What future pathways do you see for your child when he or she finished school:  
Answers: That's a good question I haven't really thought about it. Have a good job. Son to finish year 12 and get a good job that he wants and likes. Haven't spoken about it. too young to tell yet. too young. Jobs here. Too young. Iwantja with family working. Good education. I want my daughter to finish year 12 and get a proper job for the future.
15. You understand that it is important for little children to learn in playgroup and preschool: 1 agree, 4 strongly agree. (others didn't answer this question - older children).

Preschool survey 2020

I have followed the instructions as per the online Preschool data collection survey. This will not upload so I have included some of the data below in another part of the annual report.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1174 - Indulkana 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 2020 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	22	36.1%
Other	7	11.5%
Seeking Employment	4	6.6%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	3.3%
Transfer to SA Govt School	25	41.0%
Unknown	1	1.6%
Unknown (TG - Not Found)	0	NA

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

## Destination comment

Transiency occurs across the Anangu lands Partnership as families travel to other communities for cultural reasons and sorry business. COVID restrictions and the bio-security lockdown had a significant affect on our communities with some families choosing to keep their children home due to their concerns with COVID which impacted regular attendance. Having said this we still had a solid base of regular attenders at school during this time particularly in the Children's Centre and the middle years of schooling.

We continue to support the education of all Anangu children across the APY Lands by ensuring if children are in our community that they can enroll and attend school. Families were not as transient with COVID restrictions but it did mean that with the bio-security restrictions some families chose to lave the Lands during this time.

## Relevant history screening

All staff have CSI clearances. This is highly supported by our front office admin School Support Officer who is instrumental in supporting our Anangu Educator's to gain clearances and also supports them to fill out paperwork and also how to find their way through the EIK and also access emails. This is an integral part of the role to upskill and support our Anangu workforce that is not required outside the Anangu lands Partnership. Our Anangu Co-coordinator also supports the process by monitoring when DCSI clearances are required and also support the Anangu Educators where possible.

Preschool Survey results

Leadership and decision making

All responses agree and strongly agree.

Comments: these questions don't make sense for here. Leadership is alright.

Support of learning

Most responses are strongly agree, a few agree

Comments: Lot's of support at school, encouraged to be a good role model. Educator's encourage the children.

Becoming so independent.

Quality teaching and learning.

All responses agree and strongly agree.

Relationship and Communication

All agree and strongly agree

Comments: Want more opportunities to talk about learning. Feel comfortable to talk with educators.

# 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	20
Post Graduate Qualifications	9

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	12.5	1.6	3.0
Persons	0	13	5	3

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,052,702
Grants: Commonwealth	\$111,894
Parent Contributions	\$0
Fund Raising	\$0
Other	\$99,474

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 the RAAP teacher and Deputy principal to work with identified students on self regulation strategies, literacy support (reading skills), oral language and communication.	Students with regular attendance achieved 2 reading levels per term.
	Improved outcomes for students with an additional language or dialect	No EALD funding for students but staff are involved in the EALD modules as a site.	Staff completed LEAP level training and are becoming proficient in levelling.
	Inclusive Education Support Program	Training of AE's to support identified targeted students as well as RAAP support teacher	Educator's skilled in supporting students with reading and writing.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	A whole school approach to a responsive pedagogy for our Anangu students has been implemented in Math 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.	Student writing skills are developing. Increase in number sense across primary years. Some students are at year level in spelling.
Program funding for all students	Australian Curriculum	Staff training in linking Math pedagogy to ACARA and Writing	Maths checklists completed and writing samples with teaching points.
Other discretionary funding	Aboriginal languages programs Initiatives	To support teaching of Yankunytjatjara lessons x 2 per week and making books in language	Attendance of AE's low (COVID) to deliver lessons. Book making happening.
	Better schools funding	Supporting our secondary teachers to begin developing a targeted Secondary Pathway program.	Secondary numbers low due to COVID. Progress in documenting pathway program.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 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 ALNF and teacher in relevant PD	Due to COVID training was cancelled
Improved ECD and parenting outcomes (children's centres only)	Strong routines were further documented through visual displays, videos for families. Online learning during COVID. Outdoor area designed for developing oral language.	Videos and routines used consistently for families. Documented engagement and dialogue in English has increased for students.
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 and ALNF training.
Improved outcomes for non-English speaking children who received bilingual support	No funding received	No funding received

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