



SCHOOL CONTEXT STATEMENT

Updated:

School number: 1174

School name: Indulkana Anangu School

School Profile:

Indulkana Anangu School is located on the Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands) in far North South Australia. Indulkana forms part of the Anangu Lands Partnership. Indulkana also known as Iwantja caters for the Indulkana Community by providing an educational service from Birth to year 12. It includes a school based Family Centre and Preschool as well as Reception to year 12. Secondary students access the Trade training Centre at Umuwa and The Avenues Secondary School program in Adelaide. We provide an education that allows students to develop skills as leaders of tomorrow in Western and Anangu Culture. All sectors of the school work together collaboratively to ensure the learning, development and well being of our children and young people.

The students are Anangu and their first language is Pitjantjatjara or Yankunytjatjara. English is commonly not the first language spoken at home. A significant factor for Anangu communities and our school is the transient nature of the communities which impacts attendance.

Indulkana is situated 1131 kms from the Adelaide CBD. The EDSAS enrolment in 2021 is 100 but we have a number of these students who are not present in Indulkana Community and are not enrolled at other sites. 75 would be a more accurate number of actual students still in Indulkana.

The school has an ICSEA score was not available on the Educational dashboard, and is classified as Category 1 on the Department for Education Index of Educational Disadvantage and 100% of students on School Card.

The school population includes 100 % Aboriginal students, 8% students phase for our Anangu workforce after losing over half of our Anangu Educator workforce at the end of 2019 due to other employment opportunities, further studies as well as retirement.

We have an SSO3 in Front Office admin, an SSO2 in the school kitchen who also works with and mentors 2 AE's in the kitchen. We have a shared GSE 2, 20 hours per week and he is also our cleaner 20 hours per week.

The school leadership team consists of a principal in her 4th year at Indulkana Anangu School (arriving mid-2017 and currently in her 3rd year of a 5 year tenure), Anangu Co-ordinator in her 5th year. (A 3 year Deputy Principal tenure has been advertised over 6 times since 2019 and is currently unfilled in 2021). In 2021 we have a B1 leader in Personalised

Learning funded by the Department to support our previous RAAP funding and position. This Leader is new to the APY Lands context.

The teaching staff consists of 9 teachers and 8 Anangu Educators (AEW's). Two of these AE's are kitchen support and not class based. 6 of the 9 teachers are in the early years of their career. We are in a rebuilding

In 2021 we have 2 class based Anangu Educator's and 1 kitchen based Anangu Educator with regular attendance and 5 with very low levels of attendance.

We provide an education that allows students to develop skills as leaders of tomorrow and be able to walk in both Western Culture and Anangu Culture. All sectors of the school work together collaboratively to ensure the learning, development and well being of our students.

Our school values are:

Strong, Smart and Respectful Learners

Kunpu Wanganara Nintiringkupai

Our school vision is:

Anangu munu piranpa tjungu warkarira ninti tjitji tjuta.

(Anangu and piranpa working together to help all our children in their learning.)

We do this through providing a culturally responsive, safe, rigorous and challenging learning environment with high expectation relationships that support our Anangu students to reach their potential and be strong in both worlds.

Reading is a lifelong skill and our SIP focus is on developing reading skills across the site. We also beginning to see a lift in this area with our strong Literacy Cycle as well as our synthetic phonics approach (InitialLit – started term 3, 2020) and an intervention reading program (MacqLit – started term 1, 2021). Our strong literacy cycle is also having a positive impact on the writing skills of students. This responsive pedagogy along with our Learning Through Doing Mathematics platform are supporting all our learners to be successful through a differentiated approach. We have strong tracking and assessment of student outcomes that provide next steps teaching points for all students.

1. General information

- **School Principal name:** Kate James
- **Deputy Principal's name**, if applicable: N/A
- **Year of opening:** 1971
- **Postal Address:** PMB 20 via Alice Springs, SA 0872
- **Location Address:** Indulkana Community
- **DECD Region:** Ananagu Lands Partnership
- **Geographical location** – ie road distance from GPO (km):
- **Telephone number:** (08) 8670 7984
- **Fax Number:** (08) 8670 7945
- **School website address:** www.indulkana.sa.edu.au
- **School e-mail address:** info@indulkana.sa.edu.au
- **Child Parent Centre (CPC) attached:** Yes
- **Out of School Hours Care (OSHC) service:** N/A
- **February FTE student enrolment:**

Year level	2017	2018	2019	2020	2021
R	7	7			4
1	6	5			4
2	5	5			7
3	10	3			7
4	7	8			8
5	8	6			6
6	12	9			7
7	11	8			12
8	4	8			6

9	14	3			16
10	3	11			11
11	4	3			10
12	1	0			4

Student enrolment trends: School Card 100% Aboriginal 100% EALD 100%. Numbers have dropped since 2017 but are now steady. Transiency continues to be an issue.

Staffing numbers (as at February census):

10 teachers including: Principal BND A3, B1 Personalised Learning Co-ordinator, Family Centre Teacher, Preschool Teacher, R/1/2 teacher, 3/4/5 teacher, 4/5/6 teacher, Middle School and Senior Secondary x2 teachers, NIT teacher – Health and Physical Education. We have an unfilled FLO teacher psotion as at 28/2/21.

Anangu Educators include: Anangu Co-ordinator (AEW 3) and classroom based AE's. We have 3 regular AE's (AEW 1) and 5 other AE's(AEW 1) with less regular attendance. We also have 1 AE who works in the kitchen.

Fulltime support staff include: Youth Worker, Admin SSO3, Kitchen and school support SSO2.

Public transport access:

Public transport access: Indulkana is situated 7kms off the Stuart Highway and has access to the Greyhound bus service. The bus runs once a day to and from Alice Springs.

Special site arrangements:

Indulkana Anangu School is part of the APY Lands Partnership and is part of the Northern Hub with Mimili Anangu School where we work together to provide a consistent approach to teaching and learning as many of our students are transient between the 2 sites.

2. Students (and their welfare)

General characteristics:

- Most students at Indulkana (also referred to as Iwantja) are Anangu and their first language is Pitjantjatjara or Yankunytjatjara as this is usually the language spoken at home. A significant factor for Anangu Communities and Schools is the transient nature of the population. The school can have students who attend for periods of days or weeks and then return to other communities. Most children do tend to live in family groups within Indulkana Anangu Community or on their Homelands.

- **Student well-being programs**

The school values of Strong, Smart and respectful learners is a common language and approach across the site and is supported by classroom activities. Students are encouraged to make strong choices and to be smart and respectful students. All learning areas have agreed expectations that fit into these 3 values.

The health of our students is paramount and we work in partnership with numerous community and support agencies to achieve wellness. Our kitchen provides breakfast to all students each day who arrive by 9:30 am and families can purchase a cooked lunch and snacks for their children each day. This program is highly supported with many parents organising CentrePay deductions to ensure that their children can access this program.

Teachers manage personal hygiene programs for our students to work towards lower incidences of trachoma and other hygiene related health issues.

All classrooms are fitted with a sound field system to support students with hearing loss. A significant proportion of our students have some hearing loss. At the end of 2020 acoustic felt was applied to 4 classrooms as required by DfE.

The Keeping Safe Child Protection Curriculum is also a focus and a mandated requirement for students. Due to attendance it can be difficult to ensure all students are moving through the program building on the previous learnings.

The school will be introducing Positive Education across the site in 2021 which supports student wellbeing and is a strengths based approach. This is based on Martin Seligman's positive psychology and PERMA model.

- **Student support offered**

In 2021 we have regular termly visits from our DfE speech pathologist, Behaviour Support coach/Special Educator (just appointed, no one in position in 2020) and Psychologist to work with students, staff and families to support students with additional needs. The CAMHS team visit did not occur in 2020 due to COVID and have as yet not commenced in 2021. The Nganampa Health Clinic situated across from the school and numerous health programs are conducted by them and visiting Health professionals. Australian Hearing visit twice a year. The APY Wome's Council also offers support for families through the Children's Centre.

- **Student management**

Student behaviour is managed in accordance with our Behaviour Management Policy (to be reviewed in 2021) and its focus is primarily on Restorative practices and family input. Elders and Community council members are great supporters of the school and will visit to talk about behaviour with leadership, teachers, AEs, students and families. This is an extremely valuable aspect of our behaviour management. Our behaviour management is linked to our school values and all classrooms are required to negotiate class expectations that are clearly displayed, referred to and revisited frequently.

- **Student government**

Student Voice was redeveloped in 2020 with some changes to the previous SRC. Meetings are held every fortnight on a Friday and secondary, middle school and primary classes each have a representative. They are involved in developing school initiatives. Senior students are encouraged to take on responsibilities around the school and have input into school decisions. They have been previously involved in programs such as Ready Set Row and Willpower to develop leadership skills. Supporting our older students to develop these skills and develop spaces that are more suitable for older students with a common area and a change of timetable are all designed to support attendance and student voice.

- **Special programmes**

- All classes are involved in learning on country (bush trips) twice a term co-planned by the teacher and AE. In Term 1 and Term 4, students travel to Mimili Community to attend fortnightly swimming lessons. In 2021 our senior secondary students will be attending an Aquatic Camp in Adelaide rather than swimming lessons at Mimili so we are offering a more suitable program for our older students.
- Attendance camps are also a feature of 2021 using funding from the LETT (attendance program). At the end of term 1 all R-12 students will have the opportunity to attend a camp if they have had regular attendance in term one.
- Senior students can attend the Trade Training Centre from 14 years old. The Trade Training Centre provides access to Certificate I and II in Construction, Horticulture, Hospitality and Automotive.
- From year 6 students can also begin visits to Avenues College staying at Wiltja boarding for the possibility of attending Avenues College for their Middle School

and Secodnary Education. There are also some opportunities for students to attend private college for their schooling.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**
- Indulkana Anangu School has a Site Learning Plan (SIP) that identified the school priorities. We are in the 3rd year of our SIP which forms the basis of the annual school report and our teaching and learning program. The annual report is submitted by the principal to the local school community.
- Indulkana Anangu School seeks to provide students with the skills, knowledge and experiences that will enable them to be self-determining and contributing in both Anangu and non-Anangu cultural contexts.

SIP Vision Statement

Anangu munu piranpa tjungu warkarira ninti tjitji tjuta.

(Anangu and piranpa working together to help all our children in their learning.)

- We will do this through providing a culturally responsive, safe, rigorous and challenging learning environment with high expectation relationships that support our Anangu students to reach their potential and be strong in both worlds.
- Below are the 3 goals we are working on in 2021. These were formed aftr our 2020 review of our SIP.

Goal 1: Increase student achievement in reading R – 12 through responsive pedagogies	
Challenge of Practice:	If we provide a consistent and explicit approach to the teaching of reading then we will see an increase in reading achievement across the site.
Targets	All students with regular attendance years 4 – 12 will increase two reading levels per term.

Success Criteria: When we talk to students about their reading they will express their respond using higher level comprehension strategies to show their understanding and knowledge of texts.

Goal 2: To re-engage our secondary students in reading through a targeted and explicit reading program	
Challenge of Practice:	If we implement a rigorous, systematic, synthetic approach to teaching and assessing students’ reading we will see an increase in student achievement and engagement in reading

Targets:	To increase disengaged year 8-10 student attendance by 60% through a targeted and explicit reading program based on MacqLit implementation.
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Success Criteria: If we implement an evidence based reading program that explicitly develops students in decoding texts and comprehension skills we will increase the number of students in the higher bands of reading and maintain student retention.

Goal 3: Increase student achievement in reading through embedding the InitaLit synthetics reading program	
Challenge of Practice:	If we embed a contextual, rigorous, systematic synthetic phonics approach to teaching and learning we will see an increased competency in phonics, decoding and comprehension in reading R-4
Target:	All students attending in 4 week blocks will increase phonological competencies by at least 50%

Success Criteria: Students will be able to recognise the letters of the alphabet, high frequency words, and phonemes and apply phonic principles to unknown words and begin reading decodable texts.

- **Recent key outcomes:**
- Students who attended a 4 week block increased their phonological skills by 50% since the introduction of InitialLit in term 3, 2020
- Many students increased their reading levels more than 2 levels per term exceeding the target.
- Teachers have embedded the Literacy Cycle that is improving student outcomes in writing and reading
- M100 sight words have improved since markedly since the implementation of the Literacy Cycle
- MacqLit has been introduced in term 1, 2021 as an intervention reading program to support identified students
- Site based agreements in reading, Literacy Cycle, Maths and development of consistent assessment practices to track students and show next steps teaching points.
- Consistent approach to the teaching of Literacy supported by Literacy/Numeracy Coach and consultant.

4. Curriculum

- **Subject offerings:**

Teachers provide high quality, differentiated teaching and learning programs across the site using our culturally responsive pedagogies with Learning Through Doing Maths and Ann Morrice's Literacy Cycle. Staff plan using the Literacy Cycle framework. B-12 we use and refer to EYLF, ACARA and SACE as key curriculum documents to guide pedagogy and ensure quality practice. English. We have a strong focus on a Literacy block in the morning and a Maths block after kapati (recess). The Literacy Cycle embeds other curriculum areas and replaces the previous Lands based Curriculum Units.

- **Open Access/Distance Education provision:**

- Beginning in term 2 this year identified year 6 and middle school students begin visits to Avenue College as a secondary school option where they would be day students and attend Wiltja Boarding in Adelaide. Students who are suited to this experience are invited back to become fulltime students. In 2020 we had an Indulkana year 12 student graduate from what was then called Wiltja.

- **Special needs:**

Most students are EALD Learners. EALD Methodologies underpin all curriculum areas. Significant numbers of students suffer from intermittent hearing loss (Otitis Media). All classrooms are fitted with sound field amplification systems.

Assessments and referrals are available through the Support Services team. There is an ongoing commitment to One Plans as a working document to support students across the site and have relevant and reviewed learning goals. A small group reading intervention program supports identified students.

Our current pedagogies support all students to participate at their level of development and provide an environment for students to develop their skills and confidence.

- **Special curriculum features:**

Anangu Domain – with bush trips supported by Anangu Educators English is a second or even third language for our children. Explicit teaching with strong EALD methodologies is a priority and school focus as is our Literacy Cycle and Maths pedagogy

Anangu Educators's and Community members are responsible for teaching Pitjantatjara and Yankunytjatjara Culture, Language, Land Management, Tjurkurpa (traditional story telling), Inma (traditional dance and songs) and Country. Piranpa (non-Anangu) teachers are responsible for teaching the mainstream aspects of the curriculum.

Vocational education and programs are run at Umuwa Trae Training centre and students can complete TaFE certificates and receive SACE as part of the program.

- **Student assessment procedures and reporting**

Indulkana Anangu School assesses and reports according to the current Partnership Assessment Schedule as well as site based data collection. Teachers and AEW's report in written and verbal form at least twice a year, at the end of terms 2 and 4.

We also have our Learning Yarns (parent/student teacher interviews) and Wai and Mai (acquaintance afternoon) at school to share our learning journey with families. Educators also use our social media site to inform the community of our learning and also make regular home visits to talk with families about student outcomes. Our parent feedback survey in 2020 indicated that families wanted more information from the school around how their children were achieving. (Due to COVID in 2020 this did not occur). We also have regular fortnightly assemblies to share our learning which is open to community.

Joint programmes:

Mimili and Indulkana School have agreed upon the same synthetic phonics approach, Literacy Cycle and Learning Through Doing Maths Platform to ensure consistency for our transient students. We also have student free days together to support our educators in PD. Recent PD – Leap Level training and LTD Maths workshop.

As a Birth to Year 12 School, we have students from 9 months old and beyond attending our school to participate in our curriculum. Bush trips are important to support Anangu Culture knowledge, which form part of the Anangu Domain learning area that is offered by AEW's co-planned with teachers. They are responsible for organising these events. Camping trips, incursions and excursions are programmed during the year. Older students also participate attend the UMUWA Trade Centre participating in different VET courses as part of their SACE, as well as getting involved in some TAFE subjects where possible.

5. Sporting Activities

Our students participate in SAPSASA football and softball which is held in Adelaide. This is dependant on Health Advice due to COVID- 19. Our senior secondary students are participating in an Aquatic Camp at West Lakes and the R-9 students participate in fortnightly swimming lessons at Mimili Pool. We have Health and Physical Education as a NIT subject where they are taught skills and game development. We also participate in swimming carnivals at Mimili pool and in 2020 had an interschool sports day with Mimili.

Our Anangu Lands sports day and Ernabella Dance are annual events that involve all the Lands Partnership schools.

6. Other Co-Curricular Activities

7. Staff (and their welfare)

- **Staff profile**

There is a mix of gender, age, permanent and contract staff at Indulkana Anangu School in 2021. We have a stable workforce with a number of staff in their 3rd and 4th year of teaching at Indulkana. This provides a well-balanced team that can learn from each other and support each other when required. We are in the rebuilding phase of our AE workforce in 2021 with some AE's who have retired and others who have moved onto other employment opportunities. The local community knowledge and support with language provided by these staff members is invaluable.

- **Leadership structure**

Principal BND A3, (1.0), Anangu Co-ordinator AEW 3 (1.0), B1 co-ordinator

- **Staff support systems**

- New staff are required to attend an Orientation Program prior to their appointment to prepare them for working on the APY Lands. The program includes an introduction to Anangu Culture, Partnership priorities as well as a 4-wheel driving component. AE's and the local Indulkana Community support new staff in their understanding of living and working in a remote community.

- **Performance Management**

Staff members are supported in their work through a clear Performance Development Plan which is formulated in term 1 and revisited mid year. Staff set goals that are linked to the SIP as well as personal areas identified for growth. Meetings with line managers ensure that staff are supported with their PD plans so it is a working document. The Performance Management process is aimed at meeting individual staff needs and is negotiated directly with Leadership line managers. The process is regular and varies according to individual needs.

- **Management Strategy.**
- **Student Free Days** are often combined with hubs so that staff can work with colleagues in the partnership and to also develop consistent practice across the partnership. The ECL organises fortnightly PLC's for Early Years educators and an annual conference. The Lands Partnership has a bi-annual conference that is directly relevant for our context.
- School leaders meet at Umuwa once a term to consider DfE and partnership initiatives and general programs. The PYEC (Anangu Coordinators form an executive of this representative group) conducts a meeting each term in providing direction for teaching and learning across the Lands' schools.
- A collaborative working relationship exists between all schools within the Partnership and with the Avenues College Secondary Program operating in Adelaide. An Education Director and Assistant Director, along with a group of school support personnel are in place to foster these working relationships and enhance the educational programs in the Anangu Lands Partnership.
- **Access to special staff**
- Regular visits by Support Services Team members are occurring in 2021 after having no one in the role of Behaviour and Special Education in 2020. Regular visits are now assisting staff with any issues that are raised with student's behaviour or learning development. Australian Hearing also makes regular visits to school ensuring the continued improvements in student hearing. Families SA and CAMHS visit on occasion to follow up on individual cases.

8. Incentives, support and award conditions for Staff

- **Complexity placement points**

:N/A

- **Isolation placement points**

:N/A

- **Shorter terms**

Due to the distance of the School from Adelaide the staff are currently allowed two travel days at the beginning and end of each school term.

- **Travelling time**

Due to the distance of the school from Adelaide the staff have been industrially awarded two travel days at the beginning and the end of each school term.

- **Housing assistance**

Housing is comfortable air conditioned and fully furnished. DfE pay all rent, gas electricity and water. From 2021 DfE are also providing and paying for internet to all teacher houses. DfE pays for storage costs incurred. Due to the limited amount of

housing sometimes staff are sometimes required to share housing with another staff member. All staff are required to host visitors

- **Cash in lieu of removal allowance**

:No

- **Additional increment allowance**

:No

- **Designated schools benefits**

With the approval of the Education Director, teachers may receive a terms paid study leave, after a minimum of two years service, with one year being a permanent placement. Principals are eligible for study leave after 3 years of service.

- **Aboriginal/Anangu schools**

:Yes

- **Medical and dental treatment expenses**

Flu vaccinations and Hepatitis B immunisations are available upon request and free of charge. Emergency treatment is supplied by the Indulkana Clinic and the doctor visits Marla once a month if needed.

- **Locality allowances**

Locality Allowances are paid to all teachers who teach more than 0.4 time, as per the Commissioners Standards Guidelines 3.2. Additional amounts are available for spouse and children. A Zone 5 Country Incentive is paid to staff. There is also a Special Zone Tax B Rebate available

- **Relocation assistance**

Yes, staff are entitled to moving and travel expenses to begin their tenure as well as removal and travel expenses at the end of their tenure.

- **Principal's telephone costs**

Covered by DfE

9. School Facilities

- **Buildings and grounds**

There is an Administration Building which includes a reception area, principal's office, a Teacher Resource Room incorporating our computer servers, a staff kitchen, a Computer Suite with Classroom space, Teacher preparation area staff room and toilet/ storage area.

The Performing Arts Space, Kitchen, four Classrooms, Library and Secondary work area (double classroom area), Family Centre and Child Parent Centre with playground make up the balance of the school facilities. Interactive whiteboards and sound field systems are installed in most work areas.

The students have access to a full-size basketball court, covered by a COLA structured, as part of a Rage Cage multisport outdoor facility within the school grounds. This is basically an outdoor recreation area that is also shared with the wider community after school hours. This area is on our list for an upgrade as the surface of the court needs replacing.

- **Heating and cooling:** All classrooms and learning spaces have air conditioning. New airconditioning has been put in the admin building at the beginning of 2021 due to the ineffective and noisy previous units.

The Family and Children's Centre have a redeveloped outdoor learning area that has greatly enhance the program that the educators have been able to offer. DfE funding for upgrades will be used to repaint the Children's Centre, develop an outdoor area at the back of the R/1/2 class with shade.

A new playground area for the primary school will be designed once the new toilet block is installed at the end of term 1, 2021. This will then give us the space we can work with.

To support secondary re-engagement in spaces that are more conducive to their age we have refurbished a 6m x 6m shed as a FLO space and will be redeveloping the current computer suite room into a common area for our secondary students. This area has an outdoor area that can allow them to have a place of their own. We have received funding to begin this project from the attendance strategy.

- **Specialist facilities and equipment**

All learning areas have access to an interactive board and iPads, senior students have access to chrome books to support their learning.

We have an extremely well resourced Library that is also used as a space for intervention programs. The Computer room has 25 computers and each class has access to 5 iPads and laptops. The Performance Space provides an airconditioned space for weekly assemblies and special meetings and functions. The Rage Cage provides a safe, enclosed area for ball games and physical activity. **Student facilities**

Students have a set of swings and a playground that they use at break times. They also have access to the Rage Cage and the local oval which is regularly used for softball. The Early Years garden is also available to the wider school twice a week during lunch. We have a designated kitchen that is used for student lunches and is also available for class cooking.

- **Staff facilities**

Administration building which includes a staff room, teacher preparation room, AE and support services preparation room, Wellbeing room for students, B1 Office space, Principal's Office, computer room, resource room and administration area.

- **Access for students and staff with disabilities**

The front office has a ramp and the new toilet block will also have ramp access. Other areas of the school are not accessible and we are trying to negotiate facilities to upgrade these areas.

- **Access to bus transport**

The School has 2 leased land cruisers that are used for school purposes and we the school owns 2 school buses (22 seaters) that are used for bush trips, excursions, camps etc.

- **Other**

School lunch program: Indulkana Anangu School has a school lunch program that has been operating since March 2014. It is managed by our SSO2 and 2 Anangu staff members. The lunch program is Monday to Friday and serves a hot meal at Kapati time (11:20am) and a snack in the afternoon break (1:30pm) every day.

Students sign up for the program by having their parents or carers register through the Centrelink payment program. The school lunch program also offers its staff the opportunity for further professional development and has had three staff members complete their Certificate 1 in Hospitality at Umuwa Trade Training Centre.

10. School Operations

- **Decision making structures**

The school works under the joint management of DFE and the Pitjantjatjara Yankunytjatjara Education Committee (PYEC). Each Anangu School Community has representatives who attend regular PYEC meetings once per term. It meets regularly with the Aboriginal Lands Education director and Assistant Director to make determinations related to policy and curriculum matters associated with education across the APY Lands.

All Schools on the APY Lands are locally managed. School Staff and Governing Council participation is strongly encouraged, within a democratic environment, as the major decision making bodies. Other School based Committees involving staff and community members include Finance and Personal Advisory Committee. Community Council and Community Members are encouraged to participate as appropriate.

School/Community meetings are held to resolve major issues and /or gain community input/support.

The Indulkana Governing Council meets termly as guided by the Governing Council Constitution. Personnel Advisory Committee meets regularly to inform decisions relating to staffing.

Regular staff meetings are held as apt of the decision making process.

- **Regular publications**

Regular use of posters throughout the communities to inform community members of school functions as well as social media account

Open school days to engage families in class activities.

Reports are given to parents twice a year at the end of each semester. Portfolios of work support the discussion between teacher/AE and family.

An Annual report is used to inform the community and DFE of work in the school.

- **Other communication**

Weekly bulletin is emailed to staff on Sunday nights which advised staff of the weekly calendar and relevant information for the week

. Day book is located in front office of daily happenings and visitors.

Term whiteboard calendar in staff room has term dates and events.

Home visits to connect with families are a regular occurrence and an important part of our communication with families. Where possible this is supported by an AE.

- **School financial position**

Indulkana Anangu School is well resourced and in a solid financial position.

- **Special funding**

The school receives yearly APAS funding that is used to support the literacy and social development of students.

Funding to support facilities is to be used for upgrading playground.

11. Local Community

- **General characteristics**

Indulkana (also called Iwantja) is an Anangu Community on the Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands) in the northwest of South Australia. Most people at Iwantja refer to themselves as Yankunytjatjara, which is a group having its origins in the eastern section for the APY Lands

- **Parent and community involvement**

Parents and community are encouraged to participate in many facets of the children's education and management of the school. Support from families and community on bush trips and excursions is invaluable. We encourage all families to be represented on the Governing Council.

Through the Governing Council the link between school and community is maintained and developed so that genuine empowerment of the community in matters relating to education and school occurs. Community involvement also encompasses supporting local cultural events and we encourage families being active members of the Governing Council.

We have an annual Community Plan that is developed and forms part of our action plan for each year. This is representative of all family groups.

Families and community are encouraged to attend our in school and out of school events. These are often supported with a lunch for community who attend events.

- **Feeder or destination schools**

Indulkana does not have a feeder school.

- **Other local care and educational facilities**

Indulkana Community has an aged care facility.

- **Commercial/industrial and shopping facilities**

Indulkana community has a store, art centre, youth centre, TaFE, Centrelink, PY-KU, Skill Hire, RASAC, health clinic, aged care facility and community offices. The community store sells a variety of basic grocery items, clothing and hot food. The store has an ATM and Eftpos facilities.

- **Availability of staff housing**

There is Government Housing consisting of three bedroom houses and two bedroom duplex share houses available in Indulkana to meet the existing needs. Teachers may be required to share housing. Accommodation for teaching staff is adequate. It is, fully furnished, air-conditioned with no charge for rental, power, water or electricity. Satellite dishes and decoders are fitted to every house.

- **Other local facilities**

Students have a Youth Shed that they can access after schools and in holidays.

- **Accessibility**

Indulkana is in the APY Lands in the Far North of South Australia. Coober Pedy is 300km's to the South, Adelaide is 1200 km's further South, Alice Springs is 400km's to the North. Greyhound buses are accessible just out of town, on the Adelaide to Darwin route (they do pick up passengers from the Iwantja turnoff (7kms from the community)).

- **Local Government body**

The local Iwantja Community council was established with a view to meeting each fortnight to help manage the community affairs and address various issues. This is currently not happening on a regular basis. Each community has its own community council while the Lands as a whole is serviced by the Anangu Pitjantjatjara/Yankuntjatjara Council (APY) based at Umuwa.

12. Further Comments

The APY Lands are held on freehold title under the terms of the Anangu Pitjantjatjara Yankuntjatjara Land Rights Legislation. People not covered under the terms of this legislation require permits to enter and work on the APY Lands.

The majority of people at Iwantja refer to themselves as Yankuntjatjara, which is a group having its origins in the eastern section of the APY Lands. Granite Downs Station (now part of Iwantja) was handed back to Anangu as part of the APY Lands

in 1991 and is now being developed as a cattle station. Kinship ties over three groups within the Northern Territory, Western Australia and South Australia. These are the Pitjantjatjara, Ngaanyatjarra and Yankunytjatjara peoples.