

Ernabella Annual Report 2011

Statistical Highlights of the year:

NaPLAN data

**100% participation rate of Year 3 students in Ernabella for all aspects of the test.
At 15 students, this was the highest cohort of Year 3 students to attempt NaPLAN.
60% of Year 3 students reached National Benchmark in Reading.
For the first time some Year 3 students reached National Benchmark in Spelling and Writing.**

**100% participation rate of Year 5 students in Ernabella for all aspects of the test.
At 6 students, this was the usual cohort of Year 5 students to attempt NaPLAN.
45% of Year 5 students reached National Benchmark in Reading.
For the first time some Year 7 students reached National Benchmark in Spelling, Writing, Numeracy and Grammar & Punctuation.**

**100% participation rate of Year 7 students in Ernabella for all aspects of the test.
At 12 students, this was the highest cohort of Year 7 students to attempt NaPLAN.
50% of Year 7 students reached National Benchmark in Reading.
For the first time some Year 7 students reached National Benchmark in Spelling and Grammar & Punctuation.**

**100% participation rate of Year 9 students in Ernabella for all aspects of the test.
At 8 students, this was the highest cohort of Year 9 students to attempt NaPLAN.
For the Benchmark first time some Year 9 students reached National Benchmark in Reading, Spelling and Numeracy.
25% of Year 9 students reached National Benchmark in Reading.
38% of Year 9 students reached National Benchmark in Spelling.
22% of Year 9 students reached National Benchmark in Numeracy.**

Attendance:

161 fulltime students

Primary years - 87% attendance with explained absences

Junior Primary 86% attendance with explained absences

Secondary 74% attendance with explained absences

Retention - 100% retention year 8 -10

80% retention year 11-12

In 2005 Ernabella School had 23 secondary students. In 2010 we have 47 secondary students. In 2011 we have 53 Secondary students.

**Council Chairperson – Alison Carroll
Anangu Coordinator – Stewart Colin
Principal – Lisa Salomon
Deputy Principal – Tony Nicholls**

SCHOOL CONTEXT STATEMENT

Ernabella is a remote indigenous community in the far North West corner of South Australia. It is the largest community in the Anangu Pitjantjatjara Yankunytjatjara Lands and is nestled in the Musgrave Ranges. It lies around 1440 kms from Adelaide and 450 kms from Alice Springs.

The community and surrounding homelands make up a population of around 500 people.

In the early 1930s, a Presbyterian Mission was established and remained until control was handed over in the 1970s to the government. In 1981, a historic land rights agreement was signed and control was handed over to Anangu control encompassing the entire APY region.

The School ranges from the Family Centre(Birth – 3 year olds), Preschool (3- 5 year olds) and to year 13.

The Governing Council are responsible for the major decision making in the school.

PYEC is the governing body for all APY lands schools and sets the policy and educational guidelines within the DECS framework. Ernabella Anangu School provides representatives to sit on PYEC for its regular meetings.

Our local district office is located in Ernabella and Adelaide and our wider district office is based in Port Augusta.

Staffing for 2011:

Teaching staff

15 FTE teachers including:

Principal

Deputy Principal

2 x Level 2 Coordinators in Literacy and ICT

AnTEP Coordinator

9 classroom teachers

3 specialist teachers in Music, Physical Education and ICT

Other staff

1 Anangu Coordinator

1 Anangu Teacher teaching Anangu Domain and Pitjantjatjara @ .6

11 AEWs

2 early childhood AEWs @ 15hours per week

1 fulltime Finance Officer

SSO Administration @ .5

Literacy support SSO @ .4

1 Anangu Groundsmen @ .6

1 canteen employee @ .5

1 Family Centre coordinator

1 School based social worker

Teacher Training and Qualifications

4 Trained Anangu Teachers

10 teachers have a Bachelor of Education in Primary or Secondary

2 teachers have a Bachelor of Arts/ Grad. Dip

1 teacher currently studying the Birth – 8 year old degree

7 of the staff accomplished the 'What makes language work' training and development.

8 of our 9 AEW's are currently enrolled in AnTEP and are studying at various levels of their teacher training

HIGHLIGHTS IN 2011

Buildings and facilities

- The completion of the upgrade to our Resource Centre that has become the hub of the school
- The development of the adventure playground and landscaping for our birth – 8 year olds
- The building of the new ramp/ stage at the front of the school
- The new Junior Primary playground
- Updating of computer suite
- Ceramics facility being used with VET in schools program
- The completion of the VET Construction Skills shed
- Inma area upgraded and used for teaching and special occasions
- The upgrade to our school canteen
- The outside painting of the school buildings
- Permanent outdoor seating around the school
- Outdoor cooking area for family picnics
- New signage around the school
- Electrical upgrading of the school
- Renovation of all school ramps and decking
- The renovation of the school based social worker's office
- Construction of a feature wall by Secondary Lads
- Replacement of all Polycarbonate windows in all learning areas
- Air conditioners replaced in 6 learning areas
- Mural program with 7 2.6 x 1 m mural paintings of local stories for Resource Centre wall
- Pukatja International Airport design for the World Studies program

Learning

General

- Highly successful Level 2 Coordinator positions with a focus on Literacy and ICT's
- The ongoing and refined development of our reporting practices which include explicit family/ teacher interviews, a new report card, end of term community celebrations and completed ILP's and NEP's
- Completion of the DER program with 6 more desk top computers. This has brought the school total to 20. The new cabling and networking took place in early second term and has made our internet significantly more reliable.
- The close interagency support of Waltja, Relationships Australia, Red Cross, NPY Women's Council to support our Early years programs
- The ongoing development of the school Genre Plan, Numeracy Plan and the Assessment Tool Kits
- The development of the Learning Bands and shared leadership in supporting learning
- The publishing of the Pitjantjatjara readers for home reading programs in 43 different titles
- The funding of 'Books in Home' (English titles) to support the Pitjantjatjara reading program
- Regular Bush trips with elders of the community teaching Anangu Domain with a focus on foods and seasons
- The completion of the Attendance DVD to support better community understanding of teaching and learning across the school with significant Elder's support of strong attendance, learning and family values
- 6 new Resource boxes for the Early years programs
- A focus on nutritious and filling food for sale at the school canteen and a community program to ensure that all children have access to money for buying food each day
- Daily nutrition and fitness programs
- Vacation Care programs in all terms
- Accelerated Literacy support
- Upgrading of the teacher preparation area in Resource centre

Students

- The continuation of Kunpu Nitniringkunyjaku program – Strong Learning implemented in the first 2 weeks of term and subsequent first week of each other term. This program significantly changed the way our students understand learning behaviours which in turn has had a very positive impact on classroom and extra curricular behaviours
- Selection of our choir to sing in Adelaide's Carols by Candlelight at the end of term 4.
- Secondary Girls in the TAFE Food and Hospitality program
- The first Senior student jumpers
- Swimming at Mimili
- Secondary Lads joined the Air force at Edinburgh Field Base for a weeks training program
- Data and observation is showing us that our students have learnt more in reading, writing, spelling and oral language this year
- Reception and Year 1 / 2 class visiting The Wiggles in Alice Springs
- Several year level camps that also included Alice Springs, Adelaide and country
- Secondary Girls field trip to the Jam Factory in Adelaide as part of their Ceramics TAFE courses Food and Hospitality

- Increased retention and attendance of our secondary school students
- Secondary Lads involved in 'real work' around the school that has included cementing, decking and the construction of the wall
- The continued development of our literacy support programs
- Small group and individual literacy support to engage at risk learners and accelerate strong learners
- Implementation of our music program and in particular our drum beats program
- Increased enrolments in both CPC AND Family Centre
- Secondary lads land management camp
- Circus
- Pasta Day
- Library open at Kapatj
- More students completed Premiers Reading Challenge than ever before
- Significant improvement in Senior Girls writing skills
- Warm caring learning environments
- Hearing services, Eye specialists and dental visits for students
- Highly successful school camps with much improved behaviour, attendance and participation

Staff

- All staff trained in Accelerated Literacy
- Certificate 4 in Training and Development
- Yulara Maths Curriculum Planning
- 7 staff trained in 'How language works' course DECS
- SHINE training for all staff
- AnTEP Pitjantjatjara language workshops for Anangu workers
- Maths training through District office in Port Augusta
- The employment of 4 Watis (men) into the school
- A new Anangu SSO for front office work
- Staff jumpers
- Support of our Literacy consultant which has brought greater confidence and direction in teaching Accelerated Literacy
- The District Conference held in first term in Ernabella
- Respect, Reflect Relate – Early years Training
- Increased and supportive attendance of AEW's
- The literacy support SSO, for our Year one's as part of the Early Years Literacy Grant
- APAS funding to support learning
- The completion of our Maths 300 resources and manipulatives packs for each classroom
- AnTEP students have a strong presence in the school
- Principal being invited to attend the 'Minister's Round Table' Conference ON 'Principals as Educational Leaders' in December 2010
- Staff T and D in music, art therapy, TESOL, ESL In the Mainstream, teaching hearing impaired students, behaviour management and the SAPP Conference
- The excellent attendance and health of all staff in 2010 with minimal absences
- Outstanding attendance of AEW's
- Staff/ student end of term sport matches
- 'Plug and Play' T and D for ICT
- Visitors frequently mentioning how cohesive and happy the staff are

Community

- Strong Governance and community support in all school programs
- Crows football team visit
- The enormous generosity of Kryn Van Klaveren and his donation of \$120,000 to develop the early years playground
- End of term assemblies and award presentations
- Weekly open assemblies with increased student participation and ownership
- Strong family participation in the Family Centre and Pre school
- Christmas Concert participation and large community audience
- The APY lands dance competition, Sports Day and Mobfest
- Bush trips organised for specific Homelands and appropriate Elders to teach Anangu Domain
- The ICT training and development called 'Plug and Play' held fortnightly
- Tabor College visit and reciprocal visit to Adelaide by our Junior Secondary class
- Strong links with the community store, Art Centre and Garage to improve attendance and support less truancy
- The strong and supportive partnership between the police and the school – Blue Light discos, preventative programs
- The involvement of the school in all community celebrations
- The ABC 'Compass' program highlighting and celebrating the choir and school aired nationally at Easter
- The involvement of the community in all school activities, celebrations and programs
- The giving of Christmas gifts to teachers from community

- The recycling program that has significantly cleaned up the school but also the community with the community bringing recycling into the school to support school programs
- Huge floods at the beginning of the year and the swimming and science that came from them
- Kanpi trip with staff and Elders to follow Emu Dreaming trail
- Footy finals

BEHAVIOUR MANAGEMENT

The continuation of the Kunpu Nintiringkunyjtaku (Strong Learning) program has had the ongoing positive outcomes we hoped for when implementing it in 2010. Our aim was to explicitly teach our students the necessary learning behaviours that are important when accessing schooling. Organisation of classrooms, consistent processes across the school and the scaffolding of student understanding of learning behaviours are all implicit in the program. Ernabella School has a history of giving our students a 'fresh start' each day. We have had very successful Family meetings and peer classroom support interventions that have impacted on greater family support for students exhibiting risky or unacceptable behaviours. The other positive aspect of these 2 programs is more community and family members engaged in their child/ren's learning. Where once it was an expectation that students would behave inappropriately, it now is surprising if children are not engaged in their learning. There are a group of at risk adolescents whose attendance is poor and behaviour in the community is unacceptable. The school will continue to work closely with the police, our School based Social Worker and the recently employed Youth worker to mentor these lads into school in 2012. Suspension is considered an absolute final response to inappropriate behaviour if and when all other interventions have failed. It was extremely pleasing to note that no child at Ernabella School was suspended or excluded in 2011. This success goes against the state trends of the over representation in suspension and exclusion statistics of Indigenous students in schools. Some of the positive impacts that we have seen over the year have been

- Students using the school's procedures for getting support with their behaviour and now reminding each other of our conduct codes.
- AEW's and teachers using consistent approaches to behaviour management and Keeping safe which are taught in both English and Pitjantjatjara
- Calm, attractive and welcoming learning areas that build an understanding of respect
- Explicit understanding of appropriate learning behaviours with common language and scaffolding across the school
- Significant decrease in rock throwing incidents in the school - 39 in 2009, 4 in 2010 and 0 in 2011
- Increased attendance related to a decrease in teasing and behaviour issues
- Continued decrease in recorded teasing and bullying incidents
- Significant reduction in lateness and / or students running away

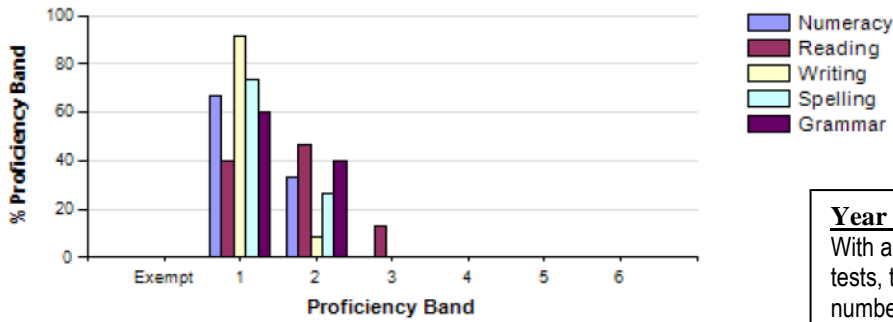
In 2012 the Kunpu Nintiringkunyjtaku program will continue. It will be of great support in the induction of teaching and learning expectations for the 7 new staff beginning in 2012. This huge changeover of staff continues to be a challenge for APY Land schools and a structure such as this gives a framework and understandings that support both the teacher and the students as new relationships are built. There was also success in using it as a tool at the beginning of every new term as a way or re-engaging students in learning behaviours. This will be continued into next year.

We also looked at developing student mentors for this program to induct new students into the school. This had some success but needs significant scaffolding by school staff. The student and AEW working together with new students and families will be a good model for the future.

NaPLAN

There was excellent attendance and tenacity in the NaPLAN testing this year. All students that were in Ernabella sat all aspects of the test. For the first time all students stayed until the end and gave all aspects of the test a go. It was the first time that there was no crying or 'shame' behaviours such as hands over faces, heads on tables or sobbing. This year is the first time that students engaged in the test as 'learners'. We also had significantly more students attempt the tests in all cohort groups. It was also the first time that there were no first language 'English' speakers in the cohort which in the past has skewed the results with such small cohorts.

Figure 1: Year 3 Proficiency Bands by Aspect



Year 3
 With a cohort of 15 students participating in NaPLAN tests, this was nearly double the usual cohort number. The Mean scores are showing us that we are making progress. A larger number of children have maintained either better or the same scores. In 2009 and 2010, 2 of the 7 children tested were English speakers. In 2011 all students were Pitjantjatjara speaking students.

We are significantly below Benchmark, but it was agreed through our SILA review that the milestones in NaPLAN are too large to indicate true learning growth with students where English is a foreign language and learning in a remote setting.

Figure 5: Year 3 Mean Scores

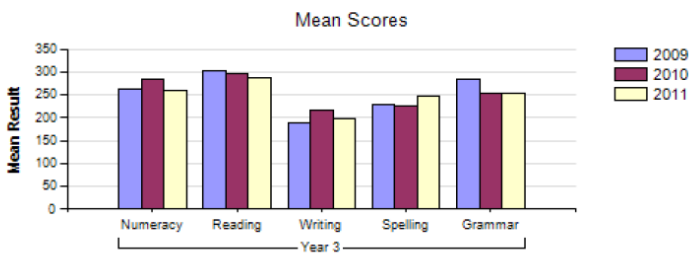
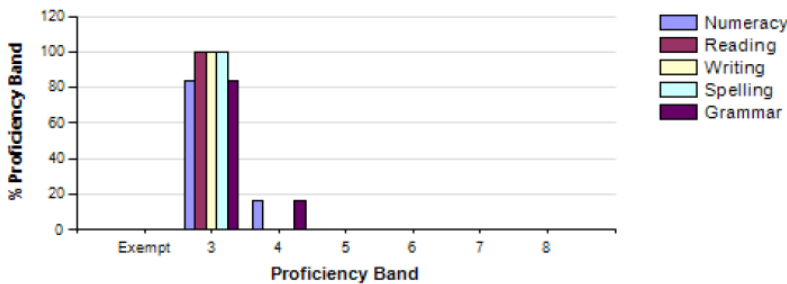


Figure 2: Year 5 Proficiency Bands by Aspect



Year 5
 The Year 5 cohort showed strong results in reading, writing, spelling and grammar. There was an obvious improvement in endeavour when attempting the test. The cohort was of equal size to previous years.

We are significantly below Benchmark, but it was agreed through our SILA review that the milestones in NaPLAN are too large to indicate true learning growth with students where English is a foreign language and learning in a remote setting.

Figure 6: Year 5 Mean Scores

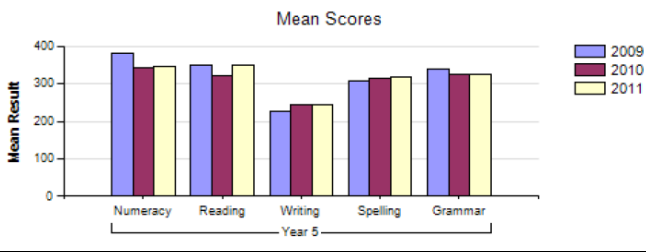
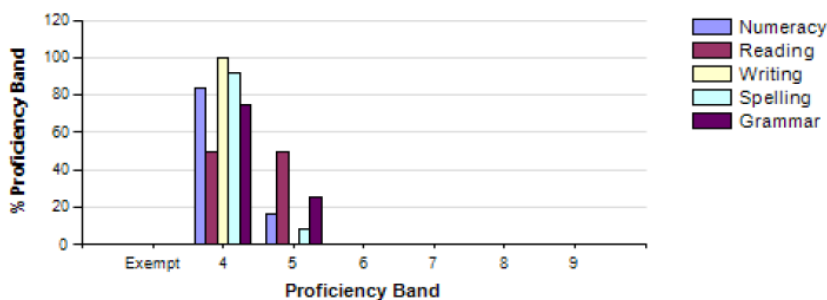


Figure 3: Year 7 Proficiency Bands by Aspect



Year 7

With a cohort of 12 students participating in NaPLAN tests, this was nearly double the usual cohort number. There were significant areas of school within this cohort.

The areas of writing, spelling and grammar were very pleasing growth areas as the genre of Exposition is very unfamiliar and difficult for Non English speaking students.

We are significantly below Benchmark, but it was agreed through our SILA review that the milestones in NaPLAN are too large to indicate true learning growth with students where English is a foreign language and learning in a remote setting.

Figure 7: Year 7 Mean Scores

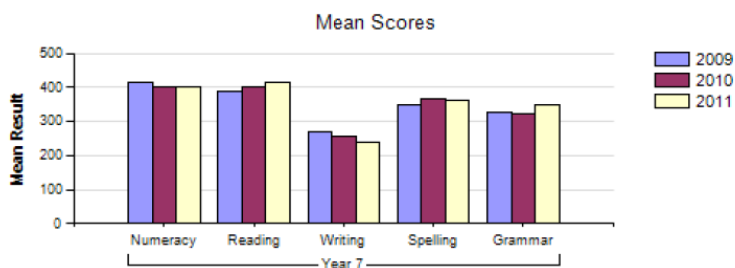
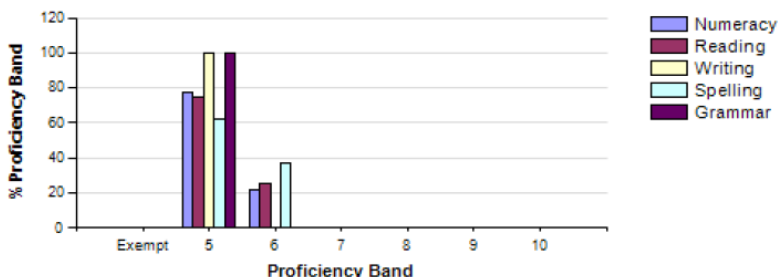


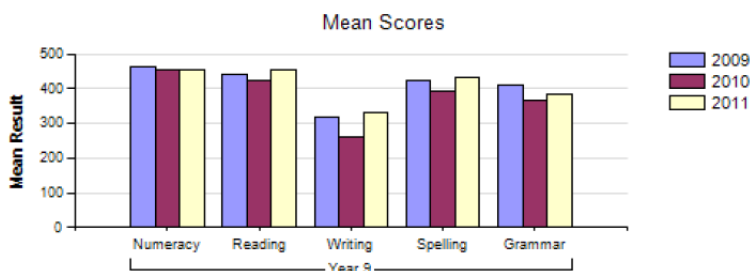
Figure 4: Year 9 Proficiency Bands by Aspect



Year 9

With a size group of 8, this is the largest cohort tested at this year level. There is very strong evidence from the scores this year that the early intervention work and our strong literacy programs throughout the school are showing up in this cohort. Every literacy area has shown growth and/ or significant growth in writing, spelling and grammar.

We are significantly below Benchmark, but it was agreed through our SILA review that the milestones in NaPLAN are too large to indicate true learning growth with students where English is a foreign language and learning in a remote setting.



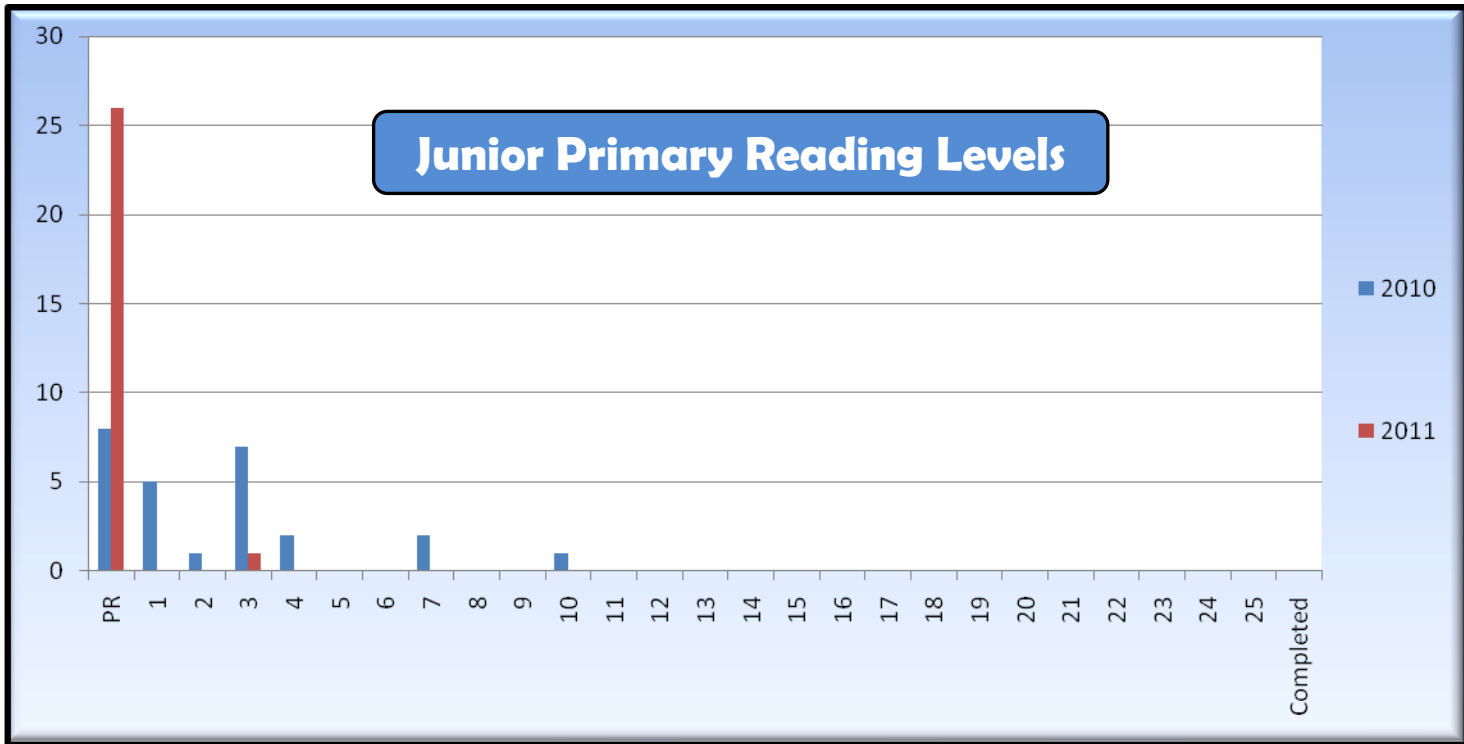
Reading

Ernabella uses PM Benchmarking Kits to assess and track the independent reading levels of students from reception through to secondary. Students are tested in terms 1 and 3 each year. Students must score between 90-94% inclusive to be categorised as 'working in that level'. If the student attains a score of 95% or greater they are identified as having achieved that level and are therefore required to attempt the next level up.

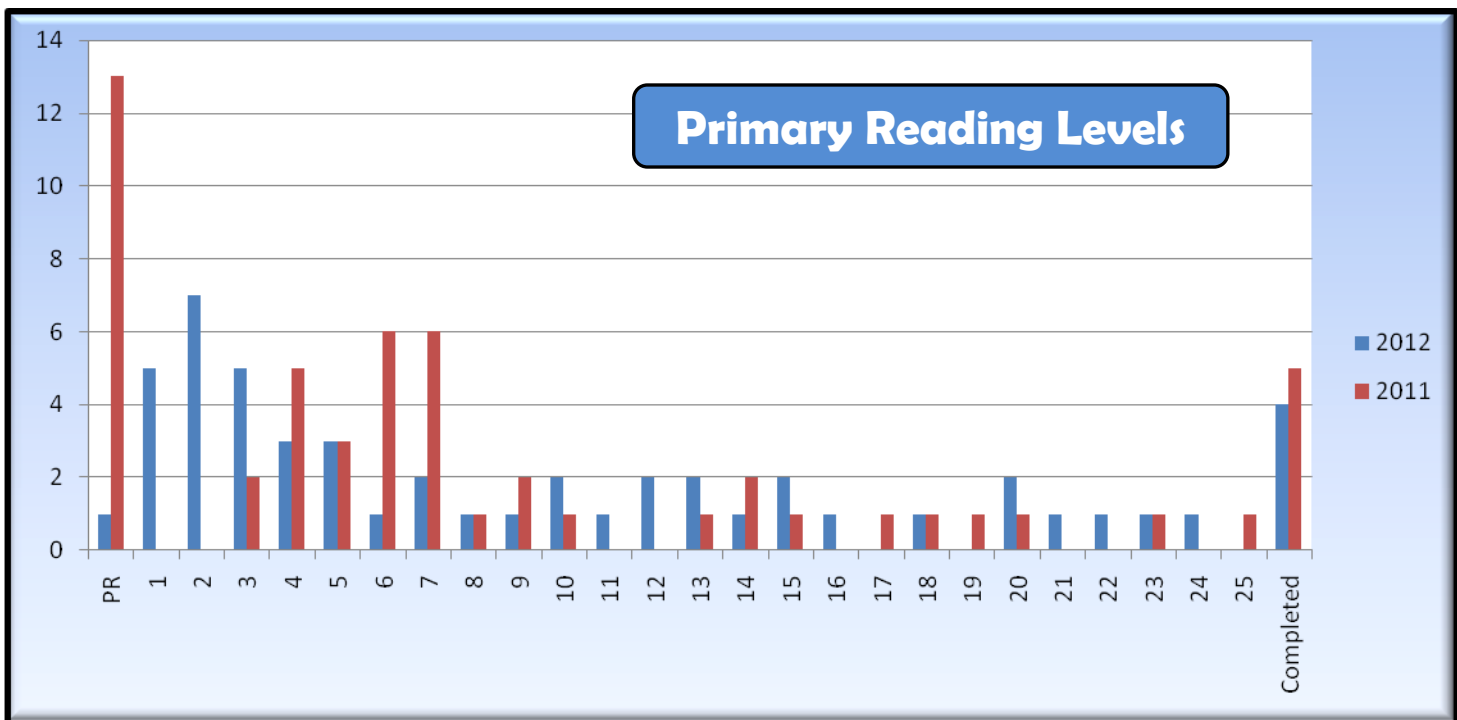
In 2010, we tested all students using levelled readers from level 1-30. This year, for the first time, we amended our procedure at either end of the continuum by only assessing students in their first two terms of reception using levels 1 & 2. All other students were assessed starting at level 3 (which explains the large backwards shift in the junior primary results). This means that students right across the school who were previously assessed as reading at level 1 or 2 will now be marked as pre-reading (PR).

We also now assess students reading at level 26 or above as having completed their PM Benchmarks (as EDSAS only allows data up to level 25 to be entered).

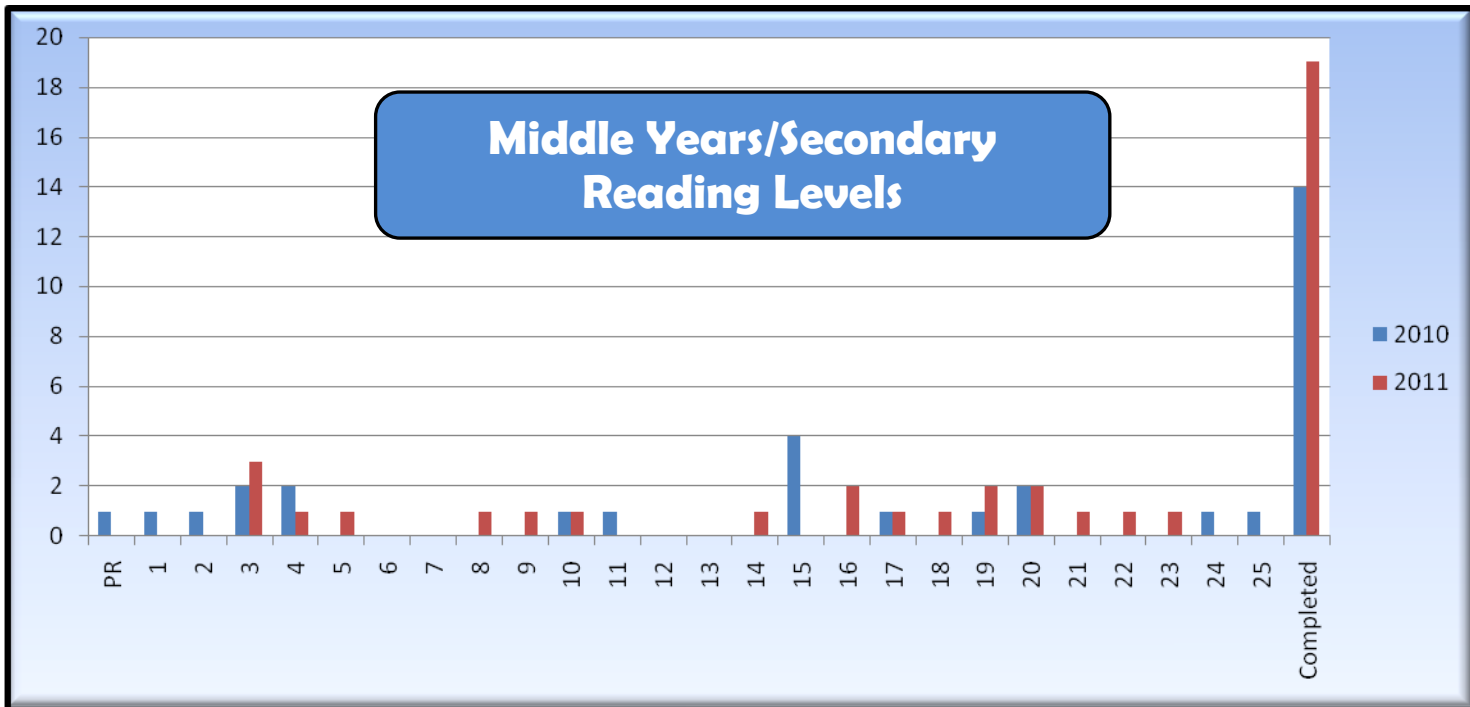
In 2010, 26 junior primary students were assessed. In 2011, 27 junior primary students were assessed.



In 2010, 51 primary students were assessed. In 2011, 54 primary students were assessed.



In 2010, 32 secondary students were assessed. In 2011, 37 secondary students were assessed.



Although these results show a seemingly huge backwards shift in the junior primary and first 3 levels of the primary years, this can largely be explained by the changes outlined above. Overall the primary results are reasonably stable. The secondary results indicate significant improvements with no students falling below level 3 and many more students having completed their PM benchmarks.

These results clearly indicate that we are falling significantly short of reaching our site plan target of 50% of students reaching the national benchmark in reading. However, we are progressing in the right direction.

Writing

Ernabella uses the ESL Scope and Scales Document to assess the writing levels of students from reception to Secondary. **Independent** writing samples are evaluated against set criteria under the areas of Genre, Field, Tenor and Mode.

Target:

The Aboriginal Lands District Three Year Strategic Directions and Objectives for 2010 –2012 specify that 100% of students need to improve by at least 2 ESL Scales each year.

Student percentages reflecting ESL scale progression 2010 – 2011:

Junior Primary: (13 students) – (18 students out of the 31 tested were reception students or new students with no previous data to compare progress against)

	Students Slipping on Scales	Students on the same scale	Students Improving 1 Scale	Students Improving 2 or more Scales
Genre	15%	23%	54%	8%
Field	0%	0%	54%	46%
Tenor	0%	54%	0%	46%
Mode	0%	38%	31%	31%

Primary: (33 students)- (13 students out of the 46 tested were new students or poor attendees with no previous data to compare progress against)

	Students Slipping	Students on the	Students Improving	Students Improving

	on Scales	same scale	1 Scale	2 or more Scales
Genre	4%	33%	35%	28%
Field	9%	22%	30%	39%
Tenor	7%	37%	28%	28%
Mode	2%	48%	17%	33%

Middle Years/ Secondary: (32 students)- (5 students out of the 37 tested were new students or poor attendees with no previous data to compare progress against)

	Students Slipping on Scales	Students on the same scale	Students Improving 1 Scale	Students Improving 2 or more Scales
Genre	22%	43%	26%	9%
Field	22%	43%	26%	9%
Tenor	26%	30%	26%	18%
Mode	30%	30%	30%	10%

Evaluation:

Ernabella School did not meet the PYEC target for 2012 . However, these results show the greatest improvement for Ernabella School on record. The Junior Primary results show great progress with 100% of students improving by at least one scale in Field.

The greatest progress was recorded amongst the year 3-4 students, 80% of whom improved by at least one scale in every area. 40% of the year 3-4 students reached benchmark by improving by at least two scales in every area.

The secondary results show the least improvement, which is to be expected due to these students having the least amount of literacy intervention and were the most at risk students in their Early Years schooling. We also have a much larger secondary school population that impacts on the amount of students that we are assessing. We hope that the intervention that we are putting in place to support secondary students as of 2011 will support stronger progression in the future.

The subjective nature of this marking system always makes it difficult to accurately track student progress as they move into different classes with different teachers. Band Level sessions were run to help with the moderation process.

Breakdown of ESL Scopes and Scales

GENRE																
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Early Years: R-2	14	7	7	3	0	0	0	0	0	0	0	0	0	0	0	31
Primary Years: 3-5	0	2	13	13	13	4	0	0	0	0	0	0	0	0	0	45
Middle Years: 6-10	0	0	4	7	17	12	3	4	1	0	0	0	0	0	0	48
Senior Years: 11-12	0	0	1	1	1	1	4	1	0	0	0	0	0	0	0	9
TOTAL	14	9	25	24	31	17	7	5	1	0	0	0	0	0	0	133
2011 Percentages	10.4%	6.8%	18.8%	18%	23.3%	12.8%	5.3%	3.8%	0.8%	0%	0%	0%	0%	0%	0%	100%
2010 Percentages	10.6%	11.7%	17%	10.6%	36.2%	12.8%	0%	1.1%	0%	0%	0%	0%	0%	0%	0%	100%
2009 Percentages	6.6%	16.9%	31.1%	15.1%	18.9%	8.4%	0.9%	1.8%	0%	0%	0%	0%	0%	0%	0%	100%

FIELD																
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total

Early Years: R-2	11	9	9	2	0	0	0	0	0	0	0	0	0	0	0	31
Primary Years: 3-5	3	3	11	17	10	1	0	0	0	0	0	0	0	0	0	45
Middle Years: 6-10	0	0	5	13	10	12	4	4	0	0	0	0	0	0	0	48
Senior Years: 11-12	0	1	0	1	1	3	3	0	0	0	0	0	0	0	0	9
TOTAL	14	13	25	33	21	16	7	4	0	0	0	0	0	0	0	133
2011 Percentages	10.4%	9.8%	18.8%	24.9%	15.8%	12%	5.3%	3%	0%	0%	0%	0%	0%	0%	0%	100%
2010 Percentages	21.3%	4.3%	19.1%	27.6%	20.2%	6.4%	1.1%	0%	0%	0%	0%	0%	0%	0%	0%	100%
2009 Percentages	11.3%	16.9%	32%	20.8%	13.2%	5.6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%

TENOR

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Early Years: R-2	20	0	0	9	2	0	0	0	0	0	0	0	0	0	0	31
Primary Years: 3-5	11	0	1	14	17	2	0	0	0	0	0	0	0	0	0	45
Middle Years: 6-10	0	1	3	8	13	16	3	2	2	0	0	0	0	0	0	48
Senior Years: 11-12	0	1	0	1	0	7	0	0	0	0	0	0	0	0	0	9
TOTAL	31	2	4	32	32	25	3	2	2	0	0	0	0	0	0	133
2011 Percentages	23.3%	1.5%	3%	24.1%	24.1%	18.8%	2.2%	1.5%	1.5%	0%	0%	0%	0%	0%	0%	100%
2010 Percentages	23.4%	0%	9.6%	29.8%	26.6%	8.5%	2.1%	0%	0%	0%	0%	0%	0%	0%	0%	100%
2009 Percentages	26.4%	12.3%	16%	23.6%	12.3%	9.4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%

MODE

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Early Years: R-2	6	8	13	4	0	0	0	0	0	0	0	0	0	0	0	31
Primary Years: 3-5	0	3	12	10	10	9	1	0	0	0	0	0	0	0	0	45
Middle Years: 6-10	0	1	4	13	5	13	7	4	1	0	0	0	0	0	0	48
Senior Years: 11-12	0	0	1	1	1	3	2	1	0	0	0	0	0	0	0	9
TOTAL	6	12	30	28	16	25	10	5	1	0	0	0	0	0	0	133
2011 Percentages	4.5%	9%	22.6%	21.1%	12%	18.8%	7.5%	3.7%	0.8%	0%	0%	0%	0%	0%	0%	100%
2010 Percentages	8.5%	9.6%	20.2%	19.1%	24.5%	13.8%	2.1%	2.1%	2.1%	0%	0%	0%	0%	0%	0%	100%
2009 Percentages	0.9%	11.3%	38.7%	29.2%	8.5%	7.5%	3.8%	0%	0%	0%	0%	0%	0%	0%	0%	100%

These results do not meet our target of 25% of students reaching the national benchmark in writing. However, small improvements are evident across the whole school.

Progress in 2011:

- Collected and analysed ESL Scales, PM Benchmarks, Westward Spelling Test and TORCH tests.
- Classroom teachers collected and analysed data on individual student progress in the areas of sight words, decoding skills and phonemic awareness (using Ernabella Teacher Assessment Packs).
- Staff attended training and development sessions run by Sue Record on 'Accelerated Literacy', 'Spelling and Phonemic Awareness', 'Assessing Independent Writing Using ESL Scope & Scales' and 'Teaching Persuasive Writing'. The majority of staff also attended the 'How Language Works' course, which was also run by Sue Record. Other training and development included 'The Direction of Comprehension: Using Classroom Libraries' run by Sue Eden.
- Continuing teachers worked closely with new staff in band meetings to mentor them in the moderation of students' work for establishing ESL scales.
- Accelerated Literacy (AL) was taught across all levels of the school and new teachers received weekly mentoring and demonstration lessons from the school Literacy Co-ordinator to support their development across all areas of AL- both in planning and implementation.
- All teachers were observed by the district literacy director each term, including follow up discussion and feedback sessions to help refine their practice.
- 1 x SSO worked 0.6 in the Primary classes to support our reading and sight words program.
- 1 x 0.5 teacher worked with individual students to provide them with intensive tuition on phonics, sight words and essential literacy 'building block' skills, to support them to catch up to their peers.
- Every class continued to work on our daily reading program using class readers. This was also supported by our 'Books in Homes' program and the arrival of our newly published Pitjantjatjara readers.
- Students from years 2-12 participated in a weekly writing challenge which required them to respond to a *WHY* question.

Recommendations for 2012:

- Continued collection, and analysis, of ESL Scales, PM Benchmarks, Westward spelling tests and TORCH tests.
- Continued collection and analysis of sight words, decoding skills and phonemic awareness (using Ernabella Teacher Assessment Packs)
- Continued T&D run by visiting professionals in areas of ESL and AL.
- Continuing teachers to work closely with new staff in order to continue the consistent moderation of students' work for establishing ESL scales.
- Implementation of our whole school genre plan.
- All teachers to utilise the 'Text Selection Planner' to choose their focus texts for AL lessons (which teachers should plan for 4 x 45min sessions per week).
- Teachers to continue to explore and provide feedback on various methods and activities which support a holistic literacy program (e.g. *Jolly Phonics*, *Therabee*, *Activ English* and various spelling and oral language activities)
- 1 x SSO to work 0.6 in the Junior Primary classes to support reading and sight words program
- 1 x teacher to work 0.5 to develop and implement a program to support struggling students with intensive tuition on phonics, sight words and essential literacy 'building block' skills, to support them to catch up to their peers.
- 1 x teacher to work 0.5 to develop and implement a program for students at the upper end of the continuum to support them to try to reach National standards for their year level.
- Whole school to continuing daily reading program and increased use of 'Books in Homes' program (including borrowing of Pitjanjatjara readers).
- Some classes to research and trial 'Guided Reading Groups' and provide feedback to staff.
- Literacy Coordinator role to continue to support the implementation and assessment of literacy programs across the school.

ICT and Library 2011

2011 was a year of growth and change for Ernabella's ICT and Library departments. Laura Enthoven was appointed ICT Coordinator, reflecting a staff decision to focus on developing digital technology skills and resources throughout the site. Promethean interactive whiteboards are now operational in every classroom teaching space except the Kurparu classroom. The new library was equipped with one of these IWBs and a 20-unit computer lab with assistance from DER (Digital Education Revolution) funding. Computing was taught as a NIT subject to the Reception and Junior Primary classes throughout the year. The primary and junior secondary classes generally visit the computer lab once a week and the Anangu domain teachers make use of the computers on a regular basis. A program of professional development entitled Plug and Play was offered to all staff on a regular, opt in basis.

The school library undertook a major refurbishment starting late 2010. The library was up and running again by the end of term 1, 2011. The teacher resource room was also refurbished. Key features of the new library are the acoustic ceiling, Soundfield system, carpeted walls: making the space ideal for hearing-impaired learners.

Ernabella Anangu School partnered with the Books in Homes program in 2011, to give students the opportunity to practice home borrowing and increase literacy exposure in the community. The program was a success, particularly with the primary classes. In term 3 the Premier's Reading Challenge was run in the school for the second year in a row, this time in a larger capacity. The 25 students who completed the challenge were presented with their certificates by the Adelaide Crows in term 3. The Indigenous Literacy Foundation donated a significant amount of books to the school's collection in term 4. This donation was celebrated at a library expo.

Ernabella Anangu School have a vision that within the next 3 years the school library can function as a mainstream school library with students and parents engaging and classroom and home borrowing.

Teacher / staff survey

The responses to the Decd teacher staff survey acknowledge the work that staff collaboratively do and the shared leadership that is in place that supports whole school procedures and teaching and learning practice. There are very strong trends that would suggest that the staff work very strongly together and they are very satisfied with their work, school and the support that they receive. Comments included:

'I feel that I am very fortunate to work at Ernabella Anangu School. It has allowed me to expect high expectations of my work place and how I go about my work.'

'This is the best school ever and I have learnt so much about what it means to be a teacher and how to work with others'

'As a new teacher straight out of uni, I feel that I have been given the opportunity to take risks and am completely supported.'

'I have felt a part of this staff right from the beginning'

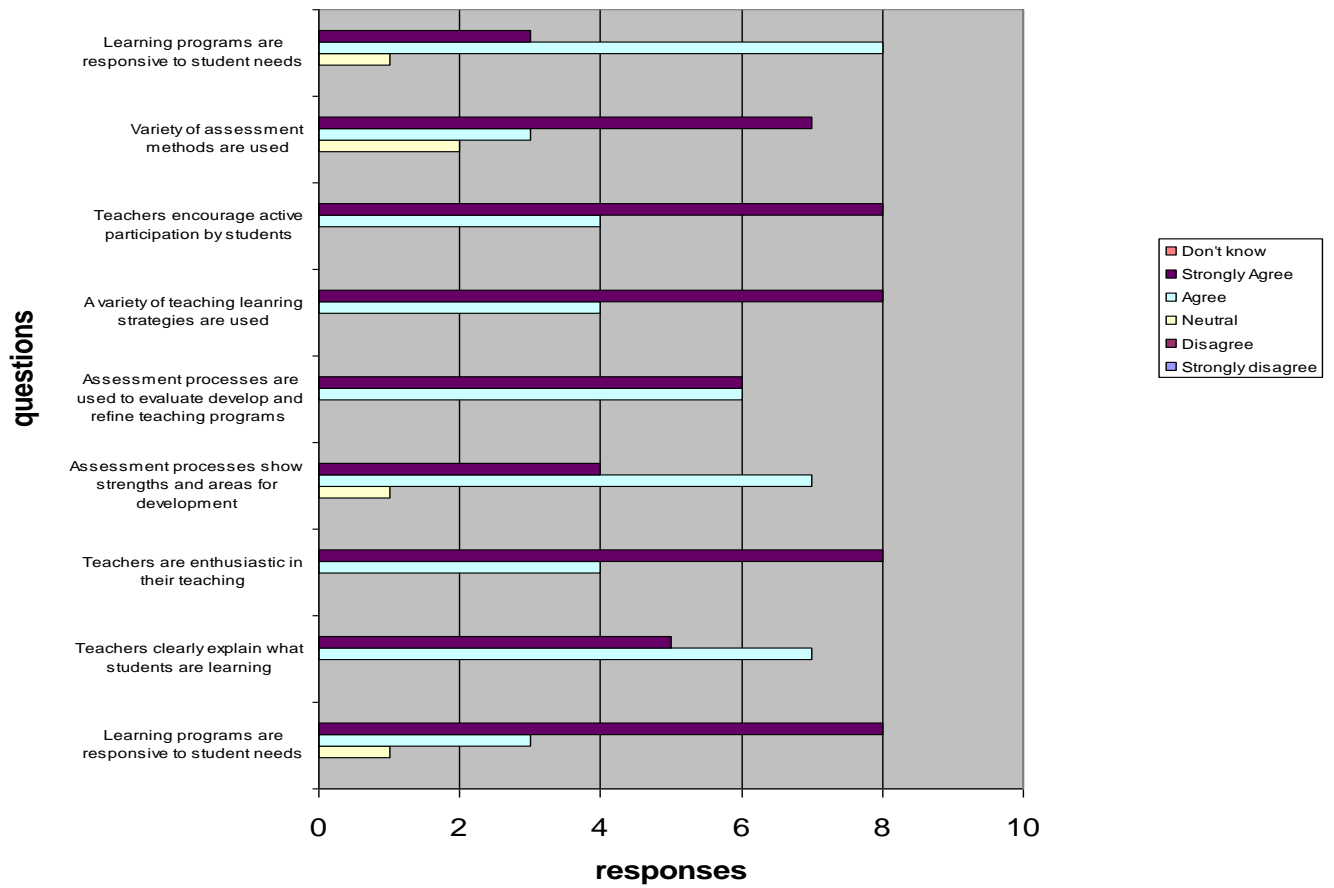
The remoteness of the school impacts significantly on opportunities for training and development. We have used the Polycom for 'How Language Works' training and we have invited specialists to come and work in the school. We have valued the support of our Literacy Consultant for the APY Lands and the support of Bec Mueller from the Port Augusta office in her support of our maths program. The whole district T and D weekend at the beginning of the year was helpful in building relationships between the Learning Bands. The opportunity for relevant and professionally run training and development will continue to be difficult to manage as locality and a lack of relief teachers and the time that is needed out of the school to attend has significant impact on teaching and learning. Of all the responses made, the opportunity for training and development had the poorest response. As a direction for 2012 and onwards Training and Development of teaching staff will need addressing.

For the Aboriginal Education Workers in the school their ongoing Training and Development through Uni SA AnTEP has continued to be successful and training consists of 6 hours per week.

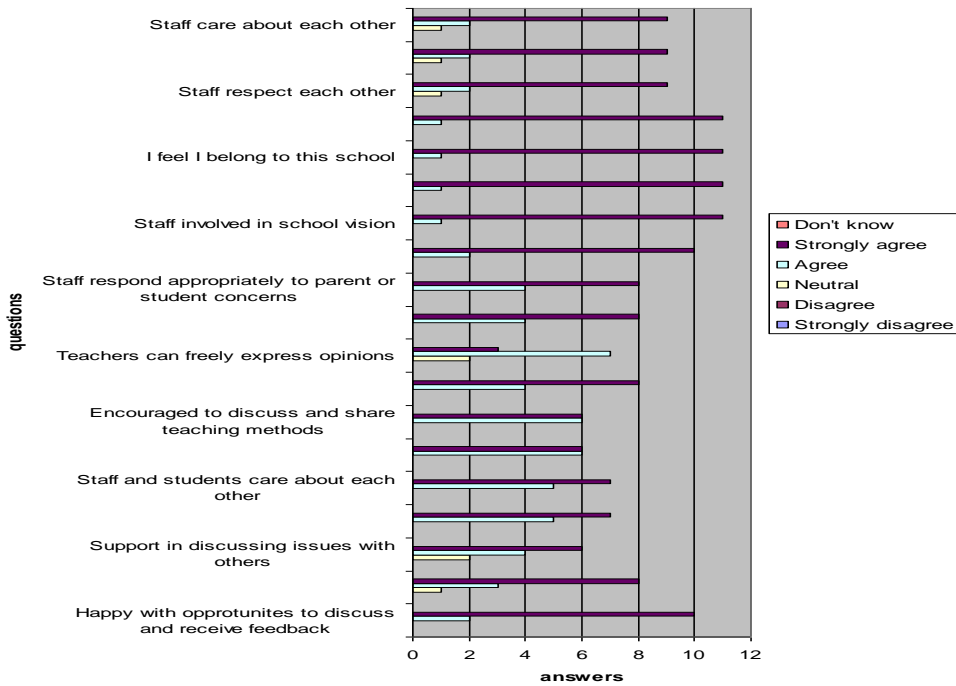
There is particular strength to responses in the areas of communication, leadership, the quality of the teaching and learning programs, respect for each other and relationships. There have been minimal sick days or special leave. It can be assumed from the responses that Ernabella Anangu School is a happy, vibrant and respectful teaching and learning space.

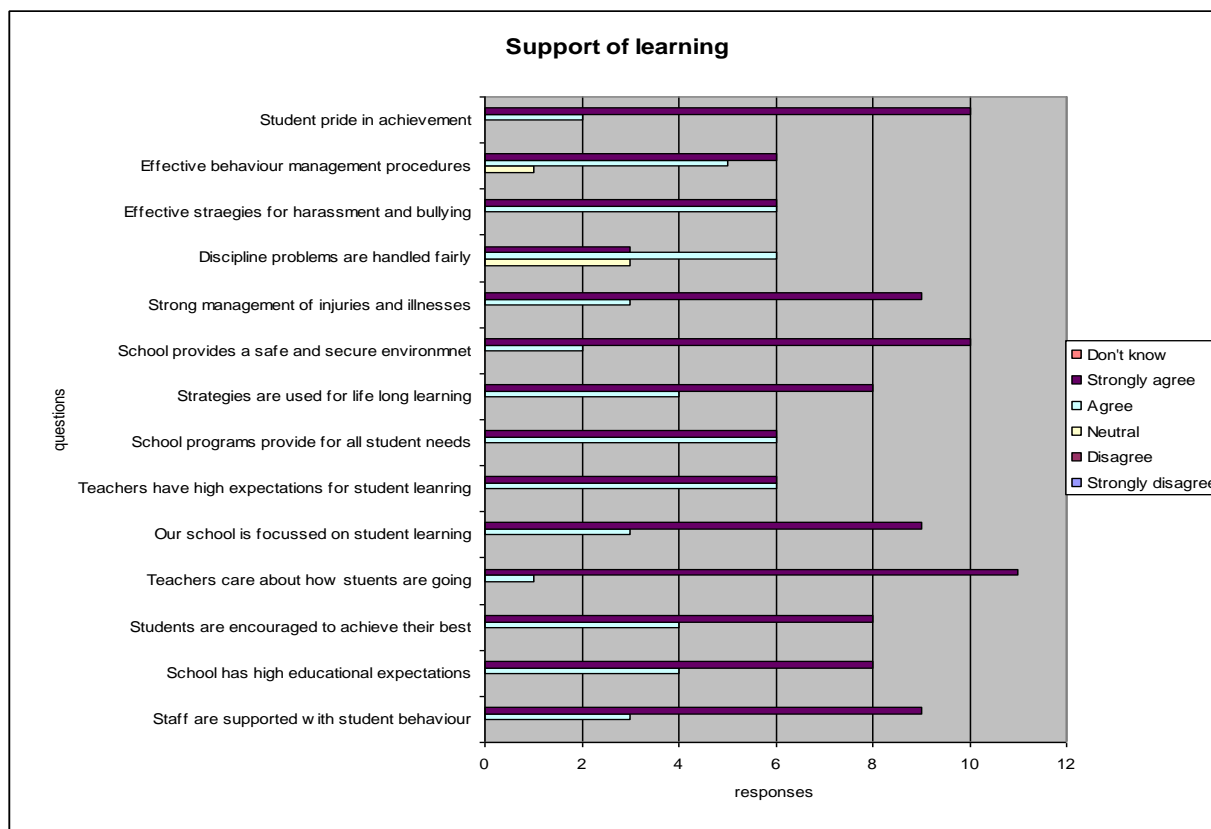


Quality of the teaching and learning



Relationships and communication





ERNABELLA CHILDREN & FAMILY CENTRE

The Ernabella Children and Family Centre (CFC) continues to offer support and assistance to families with children under 3 years old. The Centre opens every school day from 9am to 12noon to children under 3 years old, who are accompanied by their mother or carer.

In addition to providing healthy meals for children, mothers are able to access changing and bathing facilities, participate in activities with their child and also enjoy interaction with other mothers and access to visiting service providers offering support programs. During 2011, a range of support programs were offered by agencies including NPY Women's Council Nutrition program, Relationships Australia (SA), Waltja and SANFL Pace program for men.

During the year, we were pleased to welcome many new mums along to the Centre with their young children and other family members. Attendance at the CFC varied, with up to 16 children along with parents and/or other family members on one day. The average daily attendance for the year was 6.7 children plus adults.

Highlights during the year include the bush picnics in the creek, the art education program with Jude Crabtree, the school landscaping and new playground areas, celebrating special birthdays as well as the baby massage and mother's pampering session.

It was a positive year and was encouraging to see many families enjoying spending time in the Centre, including dads. There were some difficulties with a few parents dropping off children and not staying, however this improved during the year. Another concern which remains a high priority at the Centre is to work with mothers to improve the diets of the children.

Looking ahead to 2012 it will be a very busy year. Not only do we have the arrival of the extension to the CFC to look forward to in term one, staff will also be responsible to ensure the Centre meets requirements under the new National Standards.

We will continue to liaise with other people and organisations that can offer support or programs to families through the Centre. In 2011, the Centre was staffed by Anne Jack (AEW, DECS), Sonia Lewis (Family Support Worker, DFC), Prudence Andy (Trainee, DECS) and Meredith Clark (Community Development officer, DFC)

PRE SCHOOL

The Pre School has continued to grow in both student numbers and very excitedly, parent participation. There is an average of 16 students in the Pre School each day and about 7 parents/ caregivers. This has developed a very joyous learning environment and with such numbers we have been able to organise a series of excursions and outings that have included:

- A visit to the Kenmore Park orchard and vegie garden
- Several family picnics in the local creek with strong Anangu Domain foci
- Swimming in the creek after big rains
- A visit to Alaka rock pool
- Inclusion in the School's Circus program
- Inclusion in the museum Road show
- Weekly school assemblies

One of our major goals for 2011 was to have a 4 year old Friday session to develop the learning behaviours and language acquisition needed to be ready for school. The collaboration with the Family Centre in taking the 3 year olds was imperative in this initiative being possible. A huge thank you must go to the Family Centre staff for being so accommodating with this. Two outstanding transition programs were continued during 2011 with the Wednesday morning get together of Reception students and their teacher and the Pre school program. This has outstanding opportunities for the younger students to 'get to know' school staff and routines but also for the reception students to share their learning. The other transition program involved family members and their toddlers turning 3 to the Pre School for familiarisation and joining in. Both programs develop the necessary trusting relationships that are needed to make transition a positive and non threatening process.

Being involved in the design of the birth – 5 year adventure playground was an exciting and rewarding experience. Early Years staff selected playground equipment, textures and layout and worked closely with the landscape architectures. The addition of much needed water play and natural climbing areas has added significantly to the outdoor activities we can undertake. This area has become a focus for our planning and programming as we have been included in planting, watering and care of local plant species. We hope to complete the painting of the tunnel with families by the end of the school year.

In depth consideration will need to be given as to how the new National Quality Framework for Pre Schools will be implemented in our Pre School. There are significant challenges to overcome to meet the quality framework expectations and there will need to be positive mentoring by District staff along with understandings of the uniqueness of our setting to ensure the process is rewarding and in the best interests of our students.

Another challenge will be how we manage the three year old Indigenous intake with the forthcoming once a year entry into school that will see 3 year olds – 6 year olds accessing the centre at the same time. It is hoped that 'whole system' changes in direction meet the needs of remote Indigenous Pre schoolers who have no other organised recreational options her than Pre School or school and the enormous language, health and nutrition and child protection barriers that need to be overcome to 'Close the Gap' and ready for school.

It has been a lovely year in the Ernabella Pre School this year and we look forward to a growing centre, both in enrolments and as we work towards meeting the National Quality Framework benchmarks.

SECONDARY PROGRAM

Junior secondary

The junior secondary class continues to make progress with a stimulating environment in the classroom and a well established routine where student are able to learn in a positive safe atmosphere. There has been a general improvement in reading and ESL scopes and scales as reflected in the literacy data

One of the features of the Junior Secondary camp in term four this year was giving students tasks that involve communicating by speaking English. Fifteen students attended the six day camp to Adelaide. There was a day at Emmaus (was called Tabor) College which centred on working in school classes, SA museum visit and day at Pt Noarlunga Aquatics Centre. There was a four night home stay with families was a very positive experience for both Ernabella students and families. Next year will be the twenty year of this reciprocal relationship between Emmaus and Ernabella Schools. This camp continues to show how valuable this investment is in building positive relationships between staff and their students.

The morning fitness program with the three secondary classes combined is showing increased fitness levels resulting in students being brighter and more alert in class. The spin off of this is students come to school earlier, attendance has improved and students are better prepared to learn in class.

Senior Secondary Program

2011 saw Stage 1 SACE assessment plans written for Integrated Learning, Literacy for Work and Community Life, Numeracy for Work and Community Life and the Personal Learning Plan. Based on last years experience a per-SACE literacy and numeracy class was formed and a mixed (males and females) SACE class. Reaching the bench mark SACE stage 1 C standard for literacy has not been attainable this year with the course being rolled over into 2012 with nine students being given a P (Pending) grade. Reaching the *Performance Standard* for a C grade in Literacy for Lands students in Lands Schools and at Wiltja is complicated by students having English as a foreign language, students only using English at school resulting in literacy levels being at year 3 or 4 standard. The PLP has also been rolled over into 2012 for the same reasons. The curriculum has been teaching and learning in English, Maths, Health and PE, World Studies and Music. Several VET in schools modules have completed this year, this is a core element of the curriculum. This is an area that is going from strength to strength that will continue to grow when the new Trade Training Centre at Umuwa is opened next year. However it is important to maintain the VISAs (VET In Schools Agreement) that have been established and are being built on.

Ceramics program

Ceramics has been part of the Ernabella School program since 2004 when the ceramics workshop was built. In 2011 a partnership was established between the school, Ernabella Art Centre and TAFESA. Students in the senior secondary girls class work with senior local artists and the ceramics manager at the art centre to produce pieces of indigenous art work.

Students in this class, work at school and the art centre with members of their family to depict their Tjukurpa in their designs on their ceramic work. Passing on this traditional knowledge is an important aspect of this program linking with PYECs directives with Anangu Domain in the curriculum.

A VET (Vocational Education and Training) in Schools Agreement has been set up with TAFESA so the work done in this program is accredited towards Certificate 1 and 2 in 'Aboriginal or Torres Straits Islander Cultural Arts'. This counts towards completion of their SACE.

The class had a six day ceramics VET in schools trip Adelaide in term 4 with the following outcomes -

- Deputy Principal met with Andrea Bartetzko the Visual Arts Program Manager from Mount Gambier TAFE as a quality assurance check. This was an important face to face meeting from both the school's and TAFE's perspective. Photos of student work had been sent but it was reassuring for both parties to see pieces of student ceramic work as evidence that the standard required was being met. Work sheets developed by the school were also shown.
- The VISA (Vet In Schools Agreement) that was set up in 2011 was for two competencies from Certificate 2 in Visual Arts and Contemporary Craft. After discussion with the program manager the TAFE Visual Arts faculty has expanded it's scope to include Certificate 1 and 2 in 'Aboriginal or Torres Straits Islander Cultural Arts' as this contains the competency "CUVPRPO2B Develop understanding of own Aboriginal or Torres Strait Islander identity'. By meeting with the lecturers and showing samples of the students work it has been negotiated to add several other competencies to the 2012 VISA.
- The students met the ceramics lecturer at Mount Barker TAFE and were shown work being done at this TAFE studio and so expanding their knowledge of the scope of ceramic work.
- From 2.00 – 4.30pm on Wednesday the class did a workshop in the studio of the Jam Factory in Adelaide with several artists. They were able to show the work they had done at Ernabella. The work was exhibition standard and several pieces were left to be shown and put up for sale at the Jam Factory.
- This bridges the link with enterprise and pathways to generating income in the local Ernabella community. With the limited employment opportunities, linking students with work at the Art Centre is a step towards a life less dependant on welfare.

This class also did four units of competence for Certificate 1 in Kitchen Operations with the mobile kitchen. This was delivered by the Tauondi College Registered Training Organisation. The trainers commented on how well the senior girls worked through this course.

Construction

This class has continued to grow with seven of the students being young Watis in 2011.

VET in schools subjects have also achieved SACE outcomes with the Doorways 2 Construction Program the School. The new Skill Centre is being used. Projects undertaken by the lads doing this course include working on the construction of the deck at the front of the school, building concrete ramps in front of the skill centre rollerdoors, making bench seats for use inside the workshop, repair and painting of the external walls of the community youth centre. In term 4 the CITB funded a stone mason to come from Adelaide to teach the D2C class the basic wet trade skills used to build a stone wall at school. Integrated into this program is the teaching of employability skills.

Planning is in place to seek funding to run intensive VET accredited workshops for the senior lads class for 2012 working with local and guest artists at the art centre and in the school ceramics workshop.

SACE Subject	Results
Integrated Learning	12 students C grade 2 students D grade
PLP	17 students P - Pending
Literacy for work and community life	9 students P - Pending
Numeracy for work and community life	17 students W - withdrawn

SACE -VET Outcomes

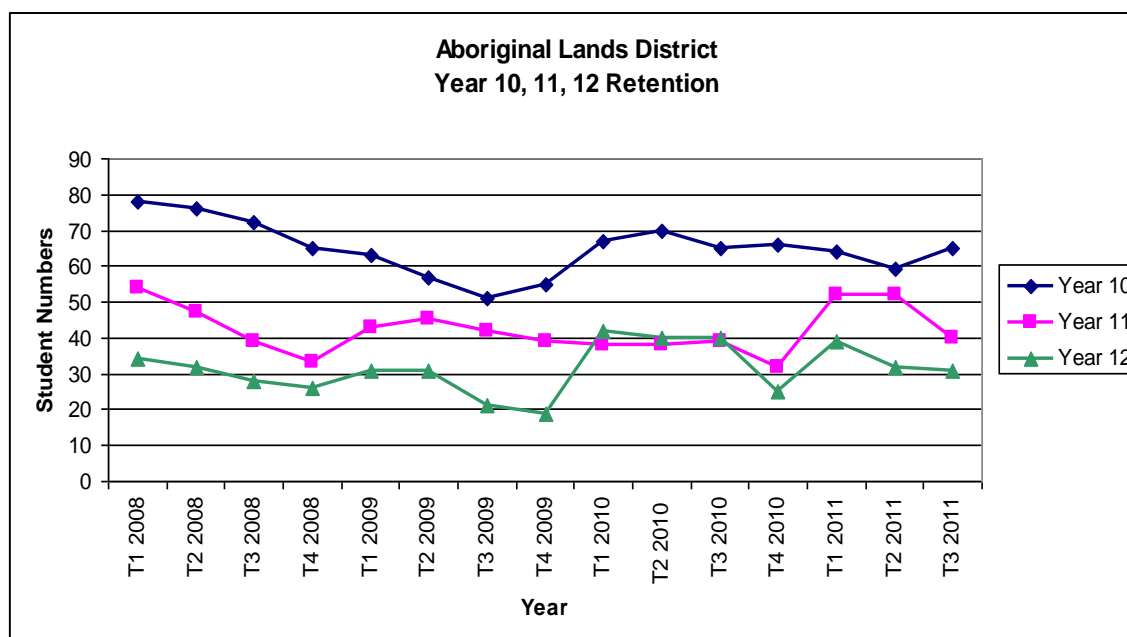
Unit of competency	Nominal hours	Students
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		completed
Certificate 1 in Hospitality (Kitchen Operations)		
Follow workplace hygiene procedures.	25	10 students
Clean and Maintain Kitchen premises	13	10
Follow health safety and security	12	10
Prepare sandwiches	6	10
Certificate 1 in Construction		
Use construction tools and equipment	96	5
Undertake basic estimation and costing	16	5
Several units from this course are partly completed		
Certificate 2 in Visual Art and Contemporary Craft		
Apply techniques to produce ceramics	50	9
Participate in OHS processes	20	9
NOTE - A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.		

Part of having a VISA with TAFE is the continuous improvement plan. Some of the main parts of this plan in 2011 include-

- The school has developed a partnership with TAFESA and the the Ernabella Art Centre to deliver units from Cert II in Visual Art and Contemporary Craft with a ceramics focus.
- VISA schedule for certificate I in General construction has been updated to the new training package.
- Using information from the Training.gov.au (TGA), the database on Vocational Education and Training in Australia site, and working with TAFE to ensure elements of competencies are delivered and assessed to required standard.
- Two secondary teachers in the school and the Art Centre ceramics manager did the Cert IV in TAA course this year. The Deputy Principal / VET coordinator updated his qualification.

RETENTION:

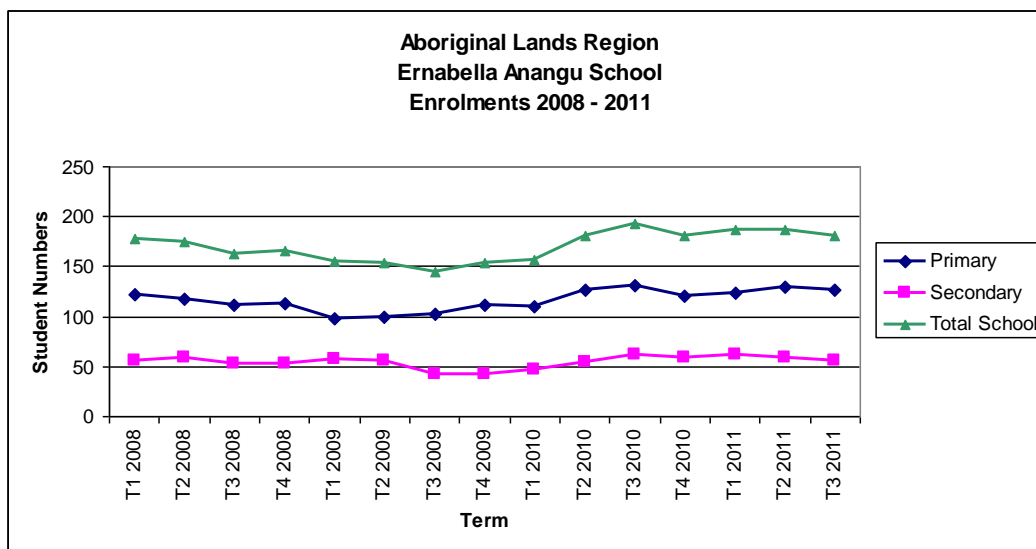


Retention of students continues to be our core business. As previously mentioned in our attendance data, 10 young lads going out for cultural business had huge impact on the retention of that group. One consideration regards the age of our students. Of our 24 year 9 – 12 students, 11 of them are over 19, 5 of these are 21 or older. There are very few employment or training pathways so school is often the only option for up to 22 year olds. With this understanding and the much increased class sizes our retention of students in the year 11 and 12 are holding. It is also important to acknowledge that in each age group we are analysing numbers of less than 10 for each year level so graphs will look unbalanced. For example there were 3 year 11 students in Term 3, 2008 and 13 in Term 3, 2011. With this large number difference it can be assumed that we are very successfully attracting students back to school and to stay at school. We continue to offer programs such as the Lad's construction program of which some of these lads have started their Certificate 2 and our girl's ceramics program (see Secondary Program) have kept school meaningful and real for the older year 11 and 12 students.

ENROLMENTS

Ernabella School is continuing to grow with an expected enrolment of 168 students by the beginning of Term 4 2012. There have been several factors that have influenced enrolments during 2011-

- Significant 'Sorry Business' across the APY Lands with students leaving home schools to spend significant time in other communities.
- Several families dislocated for health and / or justice reasons.
- Greater mobility of families between Alice Springs and Ernabella
- Several families in Ernabella becoming key cares for children that have previously lived elsewhere.
- Increased government and non government organisations in Ernabella has meant some families have moved here for employment.



We have seen the continued growth of the Secondary component of our school with over 50 students enrolled in the 3 secondary classes. The secondary Lads class was significantly compromised with 10 students unexpectedly being taken for Men's business at the end of 2010. These lads are often only 15 or 16 but once they have gone through business are seen as men in the community. It requires innovation in their learning programs to convince young men that school has a purpose, particularly when there is limited or no employment or further education training and development. The Deputy Principal and class teacher have developed a rigorous VET program in construction to entice these young men with 'real work' conditions. The attendance of these young men wavers between 50%- 60% but we feel that keeping them engaged in school is a significantly better option than them doing nothing. Their intermittent attendance has still engaged them in school and school based activities. Secondary girls have also had strong VET programs in both Food and Hospitality and Ceramics. This will tie in with work experience in Yulara next year and the Jam Factory in Adelaide at the end of 2011. Finding ways to engage secondary students with 'real' experiences in a place with limited and very narrow opportunities will continue to be challenging.

ATTENDANCE:

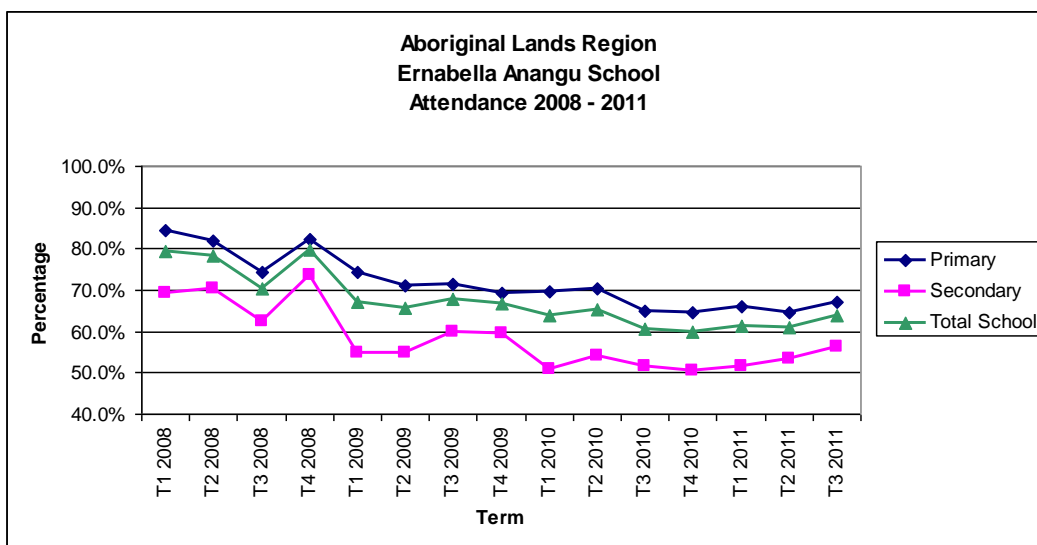
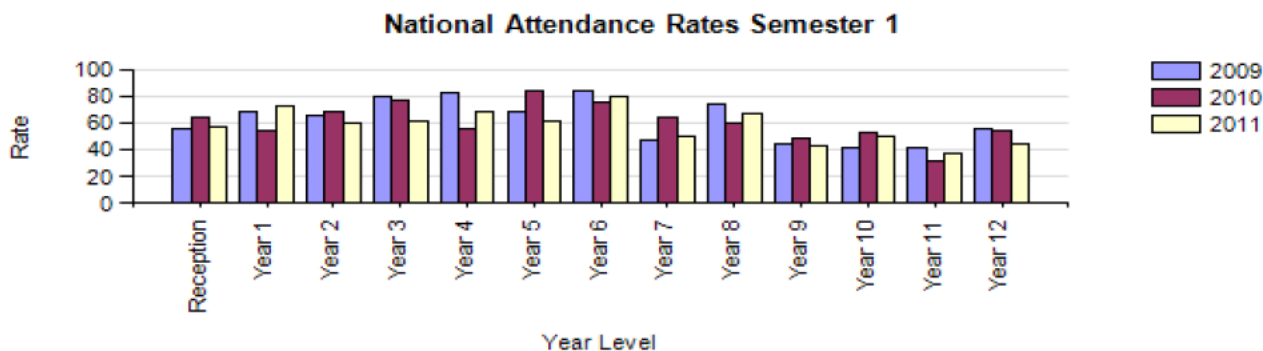
Strong school attendance continues to be our core work and one that we take very seriously with

- A PACE funded DVD interviewing teachers, AEW's, Governing Council members and children about the importance of school. A DVD went home to every family.
- Accurate record keeping and rigid follow up
- School vehicles and school bus going in 3 different directions to get students to school from Homelands. These trips sometimes are a 1 1/2 hour turn around, twice a day.
- Following the school and district responses to poor attendees
- The use of our school based social worker to follow up particular issues
- The support of our Governing council, Anangu Coordinator and AEW's to gain the knowledge and cultural input needed to support families that show poor attendance
- The celebration of strong attendance in community bulletins, prizes and assemblies
- The employment of an Anangu Worker to support Pre school attendance
- A tighter protocol about 80% attendance and school trips

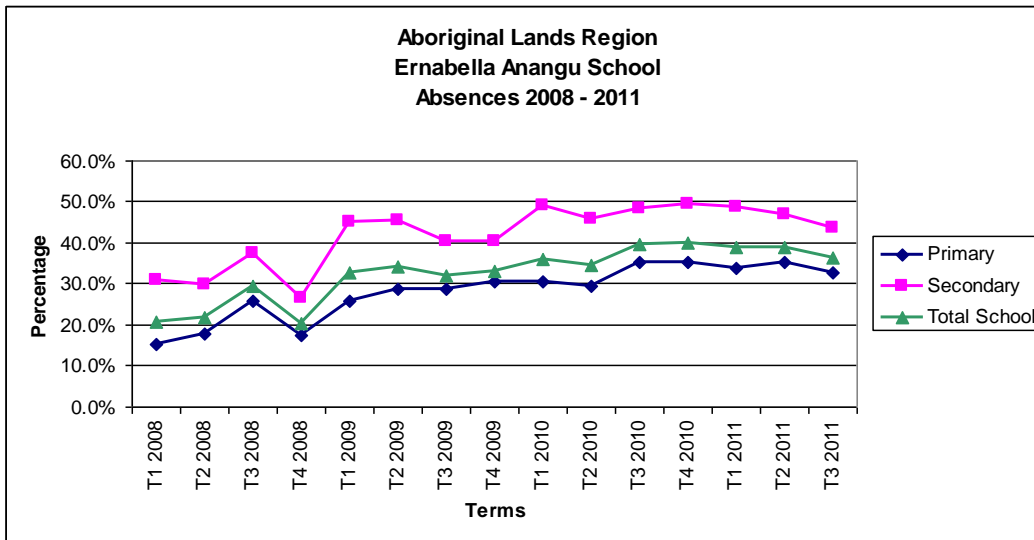
However, there has once again been external factors that have had significant impact on school attendance. 10 of our Secondary Lads were taken out for Anangu Business just prior to and then over the Christmas break. Their ages ranged between 15 and 17. Although there has been strong support for community to keep those lads at school, lads even at 15 are considered men by Anangu. Their attendance had been intermittent, averaging between 50% and 60% at best. The school Governing council and staff made a decision to keep them at school in whatever form it took as there is no other youth engagement for these lads outside of school. Their poor attendance had significant impact on our overall attendance data but the school still justifies this decision as the right one. We have had 3 major community deaths this year including the unexpected and tragic loss of one of our AEW's in 4th term. At the beginning of 4th term there were 5 funerals that impacted on every family in the school community. These funerals were as far away as NT and WA. There are 2 key issues here. Firstly, those students that need to leave the community for 'Sorry business' (often out of the state) can not access school. These absences are sometimes for 2 or more weeks and although are legitimate family absences, play havoc with our attendance data as these family absences are still recorded as an absence even though there is no opportunity for the child to get to school. Secondly, children are in Sorry Camps often a long way from town and it is not possible to collect the children each day with other classroom and school commitment. Families may leave for a weekend shopping trip to Alice Springs and return 6 weeks later. There were at least 2 football events not run by the SAANFL which had families out of the community for 2 weeks.

The school is doing everything it can to encourage children at school. It is try difficult for the school to manage attendance of students who are not in the community. rue that the graph below does not represent the children in Ernabella going to school. When the children are in the community the attendance rat for all students from Preschool through to year 10 is at least 80% It is v

Figure 12: Attendance by Year Level



These 2 graphs are showing a trend to improved attendance. The large increases in absences in early 2009 coincided with a much improved and more accurate tracking process. It also aligned with a district process of enrolling visiting students form the tri border initiative. These students coming and going and the time it took to get students off our rolls and back onto their home school data was time consuming and often lapsed into weeks. This had huge impact on our attendance data. For children living in Ernabella our attendance still sits at around 85%. The attendance data is impacted on by Sorry Business, transience, health checkups in Alice Springs and visiting family in other communities. It is encouraging to see that even though these factors still impact on attendance, it is improving.



FINAL GOVERNING COUNCIL REPORT– December 2011

Chairperson: Milyika Carroll
 Treasurer: Tracey Kermond
 Secretary: Tony Nicholls
 Community Members: Pepai Carroll
 Renita Stanley
 Tjimpuna Dunn
 Imuna Kenta
 Tjunkaya Tapaya
 Amanda Kulyuru
 Nyinguta Edwards

Staff representatives: Stewart Colin – Anangu coordinator
 Kanytjupai Baker- AEW
 Kumanara Taylor- AEW
 Dirk Jackson - AEW
 Kumanara Armstrong- Groundsman
 Initji Windlass – AEW
 Umatji Tjitayi- Anangu teacher
 Dianne Brown-Anangu teacher
 Mukayi Baker- AEW
 Rosemary Armstrong-AEW
 Lisa Salomon-Principal
 Tony Nicholls – Deputy Principal
 Nami Kulyuru – AEW
 Jacinta Marks – SSO
 Narelda Adamson – AEW
 Daisybell Kulyuru – AEW
 Sonya Lewis – Family Centre AEW
 Anne Jack – Family Centre AEW

There were 8 Governing Council meetings over 2010 with representation at over 80% attendance. In 3 of the Governing Council Meetings there was 100% attendance. The Governing Council at Ernabella Anangu school continues to be strong in governance, has all decision making rights over school employment, PYEC directives and future directions for the school. All financial, building and policy initiatives are developed in conjunction with Governing council support, direction and agreement.

2011 has been a busy year and one that has seen continued growth in the school in terms of enrolments, development of school buildings and grounds, the continuation of our literacy and Strong Learning (Kunpu Nintiringkunyjtaku) programs and the outstanding collaboration between DECD, CAMHS and the federally and state funded Family centre that has produced a much closer monitoring, support and mentoring of at risk families and children. We are very grateful for the added professional support that these organisations have brought to our work in supporting families and children.

The year started one again with our Strong Learning- Kunpu Nintiringkunyjtaku program. This is a program designed to explicitly teach our students the learning behaviours necessary for strong learning in the classroom. For the first two weeks of the year all of our students were engaged in learning that would support strong, safe, organised and structured learning routines. We have run this program for 2 years now and staff are keen to continue this into 2012.

First term also had out Junior Primary classes visiting The Wiggles, in Alice Springs. Through PACE funding we produced the DVD, '**Kuulaku rawa pitjapai**'...'Coming to school every day and learning.' This was produced in collaboration with community members, Governing Council, school based AEW's, teachers and students. It developed into a positive story about our school as well as a story about the value of education, attendance at school and learning. Each family received a copy and the feedback was very positive and it did lift attendance.

Ernabella Anangu School was fortunate that our staff predominantly chose to return in 2011 which kept learning consistent and effective. We were thrilled with the opening of our Resource Centre at the end of term 1 – a highly attractive, organised and extensively utilised place with 3 learning areas- research, computers and reading area. There were also excellent bush trips to develop the language needed for the publications of our Pitjantjatjara books. These have been an enormous success and each child has 37 titles of books in their first language.

Term 2 started with the much awaited World Studies program in the 'Pukatja International Airport'. The students have visited a number of countries with their passports and have made spaghetti to Opera on the oval, sushi and chopsticks competitions and the older students have made beautiful dolls from around the world. The visit of the SA Museum was once again a highlight. This national assessment (NaPLAN) continues to be very challenging for our students to attain National Benchmark. Issues of English as a Foreign Language, hearing loss, family Sorry business, poor attendance and lateness of some students, nutrition and health issues and family priorities such as football, shopping and visiting make continuity of learning a challenge for some of our students. Saying that, we had greater participation both in volume of students and effort across all year groups. We were particularly proud of the growing resiliency of our students in the attempts they made in this testing. This was the first year whereby all of our students sat through the whole tests without the emotional outbursts we have seen in previous years. We are moving in the right direction in terms of school improvement which has become particularly noticeable in the year 7 and 9 results. We continue to look for teaching and learning pedagogies and strategies that will support student learning outcomes in literacy and numeracy. We did this with pouring extra resources into literacy support, which included supporting our Secondary students as requested by the SILA review in 2010. Students really enjoyed the 3 week Circus program and we were pleased that this year it was incorporated into the School Holiday program.

Term 3 saw the upgrading of the school canteen and the Landscaping and decking project at the front of the school. We rehearsed for the Dance competition and AEW's are to be congratulated for writing, choreographing and organising the practices. For our students who danced the 'History of Ernabella School' the teaching that accompanied that was outstanding and gave them a sense of the past as well as the future. In Term 3 we were also interviewed by the 'What Works in Remote Indigenous schools' as part of the award for Excellence that we received. Our nomination by DECS was appreciated. An exciting aspect of Term 3 was also the visit of our then Minister, Jay Wetherill and the new CEO Keith Bartley and his wife, Geraldine. We proudly showed them our school and the work we are achieving and I believe they were impressed with the school and in particular the quality of teaching and learning.

Term 4 started with the tragic death of one of our loved Anangu workers. I have heartfelt gratitude for the staff in the way they supported the community and each other in this tragic loss. We will remember her always The Junior Secondary camp in Adelaide with Tabor College was extremely successful and the students were outstanding. The Secondary girls visited the Jam Factory and had Ceramics workshops in Adelaide. The biggest highlight of the year will be singing at Carols by Candlelight on the 18th December. The school has been improved with the beautiful ceramics program and mural program that give fantastic Anangu identity to the school. Much of the last weeks of school will be preparing the children for this event. We will be taking 30 Community and AEW's along with 45 students. It will be an amazing celebration of all of their hard work and the generosity of Government departments such as DECD, Arts SA, FACHSIA and DEEWR is gratefully accepted. The children and Community choir will also be singing at Ingle Farm PS, Modbury West PS, Head offices of FACHSIA and DEEWR and Rundle Mall.

On a personal note I would like to thank you all for your friendship, care and guidance. I sadly leave Ernabella School after 3 wonderful years. But I leave as a better person, better teacher and with a stronger and truthful understanding of Anangu and their country. You will be in my heart always.

In 2011 Ernabella Anangu School won an award of excellence from DEEWR through the 'What works in Remote Schools' program highlighting learning and community relationships between school and home.

Key Points

Ernabella Anangu School has a Principal and an Anangu Coordinator who share the leadership within the school. The school has a governing Council and PAC. There is not a component of the school that the huge positive impact of the Principal of Ernabella is not evident. While the Principal is strong and charismatic that is not the total picture. The Principal deeply believes in the development and real opportunity for young staff, Anangu people and the Ernabella community.

- Ernabella has an outstanding, experienced, capable and fully committed leader who focuses on core business and explicit teaching.
- The Principal leads the strategic and follows up on detail. Things that matter in mainstream education matter at Ernabella.
- The Principal co-leads with the Deputy Principal and the Anangu Coordinator. There is an extended team of Anangu staff who are respected and relied upon.
- The school and community are co-dependent and mutually respectful.
- Ernabella staff is well selected, trained, supported and supervised.
- Things that matter are taught explicitly.
- Everybody knows their role at Ernabella.

- Any observer at the school will see outstanding commitment to focus on strategies designed to make content culturally appropriate, accessible, engaging and challenging.
- That is only part of the picture however. The school picks the positives and will not compromise.
- All staff members are well presented, prepared and reliable.
- Good behavior and attendance is demanded.
- Literacy and numeracy is expected to be achieved.
- Data drives processes.

Families SA Lands Based Worker – Ernabella

It has been a pleasure to work with the Principal, Teachers, Anangu Education Workers and other Ernabella School staff in 2011. The school is a very positive place to work and I thank the staff for assisting me in my role by sharing their valuable knowledge about the children they teach, their families and the community. My work in supporting children and families is accomplished in partnership with the school staff.

The major challenge for this year has been to gain the trust of the community and to assist them to understand my role and how we can all work together to create safe environments for children. I have also been assisting families to gain information and liaise with staff from Coober Pedy Families SA Office, and other Families SA Offices in the state around child protection intakes and children in care, and in relation to financial assistance. In addition to this I have advocated on behalf of families for support and a service with government and non-government agencies. Establishing relationships with other agencies, including Nganampa Health, CAMHS, SAPOL, NPYWC, Housing SA and DFC Community Programs has assisted in information sharing and working collaboratively to achieve the best outcomes for children and families and the community.

My role includes supporting school staff, often doing joint home visits to speak with families about concerns we have for children, and around making notifications to the Child Abuse Report Line when this is necessary. For the children I case manage at Ernabella School who are on Guardianship Orders and Family Care Meeting Agreements, in partnership with their teachers, we are compiling Individual Education Plans.

I look forward to strengthening my partnership with the school staff and families in the community in 2012 so we can all work together to 'Grow Children Up Strong'.

Gayl Gogel

AnTEP 2011

AnTEP is a community based tertiary education program run by the University of South Australia for Anangu students living in the APY Lands. It provides courses to enable Anangu Education Workers (AEW's) to upgrade their professional knowledge and competencies and also prepares Anangu students to become independent classroom teachers in their own community schools.

The AnTEP program offers two awards:

Diploma of Education (Anangu Education)

Bachelor of Teaching (Anangu Education)

EAS supported the professional training and development of 5 AEW's at Ernabella AnTEP during 2011. Four of those students are now Stage 2 students who are working towards completing their Diploma of Education.

Table 1. AEW's (P/T Students) Progress at Ernabella AnTEP

	Stage 1 Stage 1 Certificate	Stage 2 Diploma in Education	Stage 3 Bachelor of Teaching
Rosemary	36 modules in a stage	32/36	
Narelda		27/36	
Kanytjupai		18/36	
Initji		3/36	
Kunmanara	18/36		

(As of the end of Term 4, 2011)

Anangu Domain

Anangu Domain is taught to all EAS classes by Anangu teacher Umatji Tjitayi and teacher Adam Beck. It draws together the knowledge of EAS Anangu teachers and AEW's and community members to provide students with an insight into the traditional way of life and language of the Pitjantjatjara people of the APY Lands.

The highlight of the year was the school bush trips (from Rec to Secondary classes) to Wami Kata to identify and collect mai (fruit and vegetables), mai uninypa (seeds) & mai tjuratja (bush sweets). The bush trips culminated with the making *Kaltu-kaltu* (Native Millet) seed cakes. Four elders came to school and showed the students how the seeds are collected by rubbing heads off stalks, winowed, yandied, moistened, ground to a paste, and baked as a damper. PaCE funding enabled the student's experiences and understandings to be represented in two published texts, *Kaltu-kaltu Palyantja* and *Mai Putitja*.

Other highlights included Ernabella iriti-nguru kuwari-kutu (Ernabella from the past to the present), integrated with the Ernabella Dance performance, students learnt about stories of first contact, Ernabella Mission schooling and the 1981 Land Rights Act. In 4th term students learnt about Bush Medicine, Iruwa Irmangka-irmangatjara kutjanu munu Aratja palyanu (how to make irmangka-irmangka tea and Native Fuchsia medicine). Bush medicine culminated with a trip to learn from elder, Nura Ward at Aged Care.

In addition to the students learning vocabulary associated with the above fields of knowledge, Umatji delivered a Pitjantjatjara language program, utilising PaCE funded Pitjantjatjara books. Umatji also works with AEW's and the students on the Keeping Safe Program (Child Protection Curriculum). The early years had a strong focus on feelings identifying what makes a strong family, positive relationships, and friendships and coping strategies.

Conclusion:

Ernabella Anangu School has enjoyed a wonderful year of teaching and learning. Our attendance continues to improve. Our data is showing us that the development of our reading and assessment program has supported improvement in literacy across the school. Our retention rates for secondary students is outstanding. Our staff shares a common vision of 'raising the bar' in learning outcomes for all of our students. The staff are to be congratulated on their persistence, endeavour and professional integrity. We look forward to 2011 as a year of continued growth and vision for outstanding teaching and learning.

Endorsed by: _____
Alison Carroll, Council Chairperson

Sue Record, Principal (2012)