

# Annual Report

Oak Valley Anangu School



DECD

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## Oak Valley Anangu School

**School name:** Oak Valley Anangu School

**School number:** 1009, 1841(CPC)

**Principal:** Ineke Gilbert

**Partnership:** Anangu Lands

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## Context

### History/Location

Oak Valley is a remote Indigenous community on the Maralinga Tjarutja Lands, managed and operated by Maralinga Tjarutja Inc. It is located approximately 1350kms from Adelaide and 520 kms NW of Ceduna. Oak Valley is nestled between Yalata Community (350km south) and Tjuntjuntjara Community (370km west) in Western Australia. Oak Valley has significant family and cultural links with the neighbouring communities, with regular family movements also to Ceduna and other locations on the APY Lands.



The community, with an average population of 70-100, was established in the 1980's to allow Anangu back to the Lands after the displacement of people as a result of the Maralinga nuclear testing. The population fluctuates considerably according to seasons, tradition, cultural and family obligations. Funerals continue to have a major impact on School and indeed the Communities population with many families absent for an extended period.

The present well appointed and resourced school building has been open since 2003. Before this time the school operated as two separate sections, the CPC and Senior Class in the "Town" and the JP and MP classes down in the Caravans past the Oval. Then more recently in temporary buildings altogether on the "Town" site. Now all the School is accommodated in the one modern facility.

### School overview

Attendance at Oak Valley Anangu School fluctuates heavily as a result of family transience. Oak Valley has an average enrolment of 25 students between the CPC/Preschool (3-5y.o.), Junior Primary (Years R-4) and Upper Primary Classes (Years 5-12). Students speak English as a second language, with Pitjantjatjara the most common home dialect. Students only speak English at school and other essential services.



There are a significant number of students with disabilities ranging from behaviour, physical to learning. Hearing and Speech impairments may affect over half of the students at any given time.

The school caters for preschool to Year 12, with many senior students choosing to undertake their Secondary studies at the Wiltja Program in Adelaide. This is greatly encouraged as Wiltja offers students a wide variety of experiences and learning opportunities not available in Oak Valley. It is understood however that Wiltja is not suitable for all students and they are welcomed in to the Upper Primary/Secondary Class in Oak Valley.

### Staffing profile

2014 saw a new Staff start in Oak Valley including an Acting Principal. The Junior Primary teacher for the previous 3 years was in the position of Acting Principal for Terms 1 & 2 and then was tenured as Principal until the end of the year. Unfortunately the Junior Primary position was not backfilled with only short term contracts and the use of a PRT covering the position for much of the year.



A new Graduate was placed in the Junior Primary in Term 4 and provided a consistent end to the year for the class. This person was a member of the ALD Field Trip in the previous year which lead to them undertaking a 2 week visit to Yalata. This visit provided an interest in teaching on the Lands and gave an introduction to the context which assisted to be successful in her first placement.

Two beginning teachers were appointed late in 2013, with the Upper Primary Teacher able to visit in the year prior to beginning her role. This enabled an understanding of the context and requirements of working a remote location; they found this particularly useful and provided a



headstart in 2014. This teacher worked solidly with the Years 5-12 in 2014 where the challenge of working with a diverse range of ages and abilities was catered for appropriately.

The Preschool/CPC teacher had a fluctuating year with sporadic attendance of the preschool children due to family movements. With 5 regular students, the CPC was able to focus on key Early Learning Principles which prepared them for their transition to the JP Class in 2015. This teacher also provided NIT to both the JP/UP classes two afternoons each/week. They also covered the JP class on several occasions as required.

A PRT continued in 2014, based in Oak Valley and shared with Yalata School continues to be of benefit to the Hub. This position means the schools are able to cover short and long term absences where TRTs are unavailable. This teacher was required to spend much of his time covering the JP Class in 2014 where a regular position could not be filled.

The schools SSO continued for his fourth year in Oak Valley. This person is a valuable asset to the school covering a wide range of duties. The schools Finance Officer, continued in their role working between Oak Valley, Yalata and Koonibba.

The retainment of these staff into 2014 will be important in continuing the schools processes into the new year.

Employment of AEWs continues to be an ongoing challenge. AEWs are an extremely important part of the School and when present provide invaluable expertise. Due to a number of factors including Family, Funeral and Cultural obligations AEW presence has been sporadic. Every effort was made to attract and retain AEWs and this will continue. It is a priority to have an AEW in each class and this is even more important with Beginning Teachers and in the Early Years.



### Staffing absences

All Staff absences were reported as required and one Staff Member missed 3 days. It should be noted that Staff are aware of the impact their absence has on the remainder of the school and so many chose not to take days off, even when ill, to reduce the load on other staff members. This is in part, due to the unavailability of TRTs, or support from the PRT if they are otherwise booked.

## 2014 Highlights

Improving student outcomes and wellbeing through engagement with school is the core business of Oak Valley Anangu School. The following are highlights that have contributed to student outcomes and engagement:

- **Professional Development-** This year staff participated in various professional development activities. Two highlights surrounded Ann Baker, Natural Maths and Sheena Cameron, Reading. Visits from Australian Curriculum Officers and Early Years consultants are also found valuable by staff. The mandated training of the Keeping Safe Curriculum was also undertaken by all teaching staff in Term 2.
- **SMART=ER (Strategies for managing abuse related trauma) Project-** The Principal and Upper Primary Teacher attended several workshops and trainings with other Anangu Lands schools and agencies. The focus has been on monitoring interactions between students and providing students with strategies for dealing with anger.
- **Wiltja Visit-** In Term 1, The Upper Primary Teacher took several students alongside Yalata school on a short term visit to Wiltja. This proved very valuable in enabling students to get an understanding of what Wiltja is like, and then lead to trial periods later in the year.
- **Spinifex Sports-** This year the Spinifex Sports Carnival was hosted by Oak Valley. A massive effort was put in by all staff, especially that of Oak Valley in hosting the 3 day event. Oak Valley, Yalata and Tjuntjuntjara schools combined with over 100 students to engage in various sporting events and activities with special events each night. A highlight was a group from Indigenous Hip Hop Projects who engaged students in dance activities with a final performance on the last night.



- **Preservice Teachers-** In Term 4, two university students were hosted by Oak Valley for a 2 week field trip. It is hoped that this program will engage uni students and spark an interest in remote teaching before their studies have finished. This has proved a success with both students displaying an interest in conducting their final placement on a lands based school.
- **Aquatics-** The school attends an aquatics camp at Pt Sinclair in Terms 1&4. Students are engaged by Aquatics instructors and undertake activities such as fishing, surfing, kayaking and boat riding! Attendance on the camp is a reward and reflective of students attendance and behavior at school.
- **Bush trips-** Bush trips are a great way to engage families in schooling and for kids to teach the teachers! The school tries to have at least on bush trip/term with activities including digging for maku (witchetty grubs), cooking kangaroo tails and making damper.
- **Health visitors-** Improving student health and independence is a priority for Oak Valley school. In 2014, the school had several visitors through both DECD and Clinic channels. These included a Speech Pathologist, Dentist, Hearing Services and an Eye Team.
- **Movie Nights-** In 2014 the school purchased a new inflatable, outdoor movie screen to use for Movie Nights. Movie Nights are a great reward for good attendance and behavior at school.
- **St Mary's Visit-** St Mary's continued their relationship with Oak Valley with 6 girls and 2 teachers visiting in 2014. The students work in classes and assist teachers engage the students. It is a great reciprocal relationship which the visiting girls always find very rewarding and eye opening.
- **Yalata Pool-** In Term 4, the Yalata Pool was used as a reward day for kids who were trying hard at school every day. Hopefully this will continue in 2015.
- **SA Museum Visit-** The SA Museum bought to Oak Valley its 'Out of the Glasshouse' Roadshow. Student engagement was evident particularly in continued classroom work on habitats and homes.

## Site Improvement Plan Review

### Priority Area 1: Reading

Priority Area 1 has seen an increased focus on Reading. Targets were based on prior reading achievements and realistic yet highly set goals for this context. See table below.

Priority	Target	Strategy	Performance Measures
Reading	<p>By the end of 2014 students on:</p> <p>Reading Levels:</p> <ul style="list-style-type: none"> <li>1-5 will progress 5 Reading Levels</li> <li>6-15 will progress 8 Reading Levels</li> <li>16-30 will progress 5 Reading Levels</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and develop the Literacy Block focussing on the Big6 of Reading. Dedicate a component of Staff Meetings to discuss the Literacy Block and identify areas that require improvement.</li> <li>Warm-ups introduced and occurring at the beginning of each lesson to develop student automaticity and consolidate literacy knowledge.</li> <li>Incorporation of solid literacy concepts into Early Years programming with a strong focus on Oral Language, Phonological Awareness skills and basic phonics knowledge.</li> <li>Continue work on the Oxford Word List for all students with frequent, regular flashcard drill, vocabulary explanations and word walls to ensure accessibility for writing.</li> <li>Promote literacy through immersion in a variety of texts in a positive manner in the classroom. To be performed daily. i.g. Behind the news, Internet, classroom story etc. Budget for an ICT development program where students use modern technologies to engage with a purpose for reading.</li> <li>Provide opportunity for regular Independent reading opportunities and focus on individual student reading goals identified by Staff and Student.</li> <li>Prioritise reading at the school/in community through up to date charts displayed in the main school building identifying reading progress for individual students. Report on reading progress to families each term.</li> <li>Engage with other schools within our Hub and broader Partnership to provide consistency for students and measures of success for teachers.</li> <li>Align Training and Development through Performance Management.</li> <li>Performance development of staff is aligned to site planning priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Running Records minimum once per term.</li> <li>Pat-R test Term 2 and 4.</li> <li>On-going monitoring of the Oxford Word List progress.</li> <li>EALD Scales monitoring twice per year.</li> <li>Concepts of Print.</li> </ul>

Students were assessed at start of term with regular Running Records taken each term. Individual reading targets were set for each child, with a monitoring chart to identify their progress throughout the year (see below, names erased). This showed that no students were able to meet their individual target, with most students showing some level of improvement.

2014 Individual Reading Targets

**Aim:** Students on levels 1-5 will progress 5 reading levels

Students on levels 6-15 will progress 8 reading levels

Students on levels 16-30 will progress 5 reading levels

Start result/target

On track

Needs attention

Student name	Start Term 1	Start Term 2		Start Term 3		Start Term 4		End Year			Attendance
		Projected	Actual	Projected	Actual	Projected	Actual	Target	Achieved	Improvement	
	3	4		5	5	7	6	8	X	+4	58%
	7	9		11		13	10	15	X	+3	57%
	7	9		11	8	13	8	15	X	+1	83%
	½	2		3	3	4	2/3	5	X	=	81%
	½	2		3	3	4	3	5	X	+1	82%
		8 (2013)			3	4	-	5	X	+1	
							9		X	+1	24%
							-		X		
	1/2				3		5		X	+2	37%
	24	25		26		27	-	29	X		34%
	½	2		3	2	4	2	5	X	=	73%
	14	16		18		20	17	22	X	+2	85%
	6	8		10		12	8	14	X	+2	23%
				12		13	Wiltja	15	X		
			½				-	5	X		15%
			22				-	25	X		63%
				1/2		3	1/2	5	X	+	53%
							Wiltja		X		11%

Attendance figures, kept alongside collected data, was noted to be the most significant reason for students not meeting targets. Attendance also impacted the presence of students at times of collection of assessment and so big gaps were found in the quantity and quality of data collected. This will be an aspect to improve on in 2015. Sharing of data with other schools, particular Yalata will also help ensure student progress is monitored more closely and will be an aim in 2015.



On analysis of the data, where attendance was not deemed to be the most significant impact on improvement, students were identified as having a possible learning barrier that would require further support. As a result 2 students have been referred to Student Services to follow up. Another impact on students not meeting targets is the unstable year had by the Junior Primary Class with no consistent teacher until Term 4. A lack of consistent routine and targeted learning would have had an effect on the quality of teaching provided to the students. To overcome this being a factor beyond 2015 it needs to be made clearer to all staff their expectations in teaching the Literacy Block, as well as providing support to achieve this.

Other improvements into 2015 will include formal agreements surrounding data collection processes will be drawn up with collaboration from staff to formalize the process. These agreements will include information surrounding when and how reading data will be collected and how these will be recorded and analysed. This year it seemed to fall on to office staff to take responsibility for these aspects, however it is proposed that if it is implemented at a teacher level then more responsibility will be taken by the teacher to monitor student growth within their class.

Student display charts surrounding reading improvement were introduced into the Office area, however were not used regularly enough to have an impact on tracking progress or engaging students in the challenge of reading. In 2015, teachers will be encouraged to have their own display charts surrounding Reading improvement that are to be used frequently.



Evaluation of the Reading Priority also showed that teachers need more support in the implementation of Literacy Programs. While a segment of staff meetings was designated to Staff PD surrounding the Big 6, this was not continued regularly enough to be beneficial; It will be a priority to ensure staff are trained in Running Records, Phonological Awareness Screening Tool and EALD levels early in 2015 to ensure they have a deeper understanding of how these tools can improve student outcomes. A proposal to change morning routines to incorporate more rigorous and targeted literacy groups will also be considered, with an understanding that this will require a measured implementation process.

## Priority Area 2: Behaviour and Wellbeing

Priority Area 2 aimed to improve student health to enable students to fully engage in learning. See table below.

Priority	Target	Strategy	Performance Measures
Behaviour and Wellbeing	<ul style="list-style-type: none"> <li>Students are taking responsibility for their own health and wellbeing by engaging in school routines/programs with decreasing support. i.e. achieved levels of automaticity in measurable behaviours such as washing hands, blowing nose.</li> <li>Full health checks once a term are showing improvements in child health.</li> </ul>	<ul style="list-style-type: none"> <li>Healthy breakfast, recess and lunch programs to continue.</li> <li>School Showering program to continue on Monday, Wednesday and Friday.</li> <li>Implement new Student health program in liaison with Clinic. Liaise with Clinic to identify a regular Nursing staff member to deal with School issues and to be point of call for student issues.</li> <li>Identified Nurse to assist with school health issues 3X week, including health checks, management/treatment of health issues and student education.</li> <li>Introduce new morning hygiene routines with assistance from Trachoma team and Clinic- including washing face and brushing teeth.</li> <li>Promote interagency co-operation and information sharing to identify and support students at risk.</li> <li>Report and verify students to AES Disability Support Services where necessary.</li> <li>Once a month hearing checks through clinic. Teaching Staff to ensure students are clearing ears/blowing nose each morning and using Sound Field Systems at all times within the classroom.</li> <li>Engage students in a Health and Wellbeing curriculum program and integrate this into other learning areas.</li> <li>Implementation of SMART=ER Action Research project aimed at improving student wellbeing and trauma behaviours.</li> <li>Utilise School Attendance Supervisors/Officers to assist students with health issues access the Clinic.</li> <li>Work with Staff to begin documenting Health and Wellbeing issues on a regular basis and use this data to identify common or recurring concerns. Data to inform future practise or programs.</li> <li>Establish policies and processes around behaviour, health promotion, hearing, bullying and teasing etc.</li> <li>Develop a School Action Plan surrounding the implementation of the Keeping Safe program.</li> </ul>	<ul style="list-style-type: none"> <li>Interactions with the Clinic are occurring at a classroom level at least once a week.</li> <li>Communication channels have been created with agency staff to share information on student wellbeing. These are regularly used.</li> <li>Reduced student health issues.</li> <li>Improved student hygiene.</li> <li>Students have greater understanding and have the skills and knowledge to deal with Health Issues.</li> </ul>

Student wellbeing and behaviour was identified as a priority due to the affect these were having on both attendance and student engagement. It was thought that if students were more healthy and ready for school that this would see an increase in learning outcomes. These skills are also transferrable beyond school and will hopefully begin making an impact at community level in years to come.

Of the strategies above, there were significant achievements, particularly surrounding the Health and Wellbeing aspects. These included students taking responsibility for the hygiene routine of washing face, cleaning teeth etc. By Term 4, students were doing these independently and most were able to explain the importance of these skills. Ear health continues to be an issue, particularly when students have been absent from community for a length of time.

It was noted that when in community for an extended length of time, that with frequent showering and hygiene practices, students were less likely to be absent from school with an illness or injury. These issues were recorded in a Student Wellbeing Book located in each classroom. While there was success in the use of this book, teachers once again need to take greater ownership for the data to be more accurate. This will be proposed in 2015.

Another impact on the success was the irregular engagement of the Clinic in the processes as was one of the original strategies. While the Clinic was supportive and appreciative of the work put

in by the school, Staffing continued to be an issue with a regular change in the nurses and clinic manager. Towards Term 4, a new clinic manager was appointed and will hopefully be able to strengthen the relationship to improve student wellbeing in 2015.

Staff were very supportive of the aims to improve student health and engaged positively with Professional Development surrounding the issue. The Keeping Safe Curriculum training was provided to staff early in the year and was implemented across all levels. In 2015, an action plan detailing the implementation of the Keeping Safe Curriculum will be developed highlighting the stages at which topics have/will be covered at different levels. The SMART=ER training provided a good insight into student behavior and it will be encouraged that all staff undertake the online training at some point in 2015.

Key policies and processes around behavior, health promotion, hearing and bullying and teasing still need to be formalized. A new school timetable may be introduced in 2015 after the identification that student engagement is reduced in the afternoons. A proposal to try and stop students leaving school at recess/lunch times to go home or to the shop will once again be put to families however this has not been supported in the past.

As a new Support Services structure unrolls in 2015, it will be important that students are identified and referred early in the year. The support of these services will greatly assist in identifying students who need extra support and providing the teachers with strategies to reduce the effects of the barriers faced.

### **Quality Improvement Plan (QIP)**

The Quality Improvement Plan for the Site Based Preschool was created in conjunction with the Principal, Preschool teacher and family input. Early Years support from within the Partnership came from an Early Childhood Leader and a Universal Access position. They provided support to the teachers in the form of Site visits and weekly Polycom sessions between all schools in the Partnership.

### **NAPLAN**

This year Oak Valley had 9 students sit the NAPLAN test with the breakdown as follows.

Year 3- 4

Year 5- 4

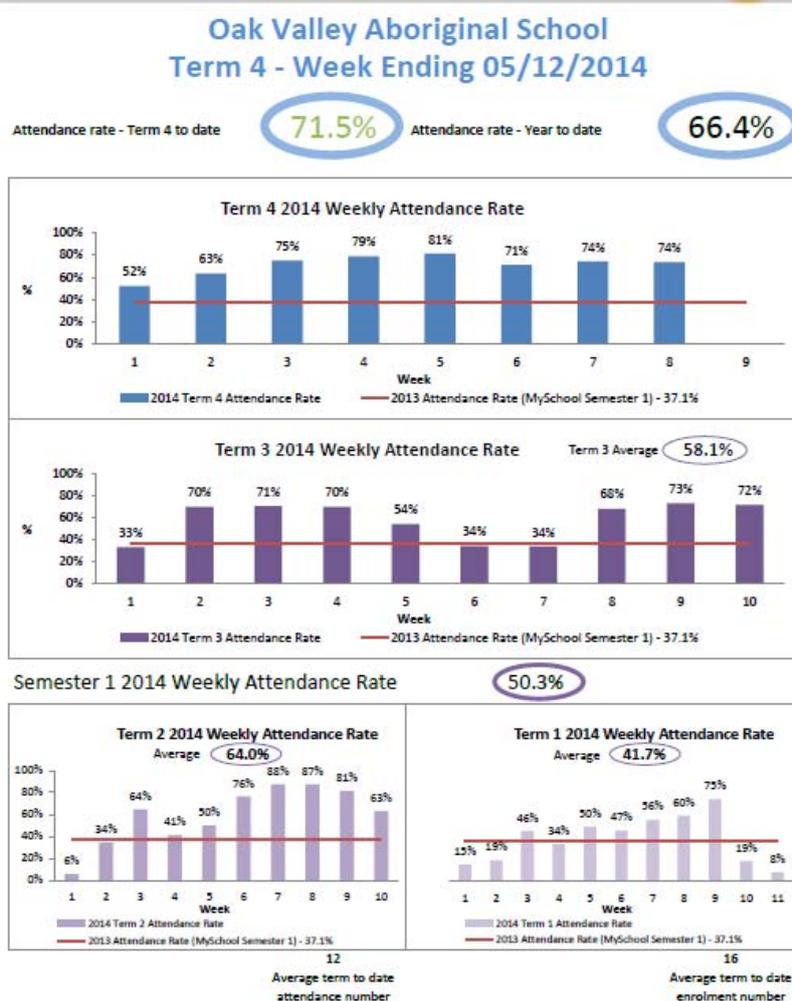
Year 9- 1

NAPLAN is one form of capturing progressive data of students throughout their schooling. All students at Oak Valley Anangu School were below the National Minimum Standards in all testing areas.

## Attendance

Attendance across the whole year continues to be an issue for Oak Valley due to the high transience of families. Data collected by teachers signified that student attendance when in Community is 95-100% which is showing that most kids when in Oak Valley are coming to school and staying all day. A big push has been made between Yalata and Oak Valley to encourage students to go to school no matter which community they are in. Aligned curriculum mapping is also aimed to assist students as they travel between different classrooms. Individual and Whole school rewards are frequently used to reward good attendance.

The table below shows a breakdown of attendance across the year. The average attendance rate of all enrolled in 2014 was 66.4%.



The School Attendance Strategy implemented by the Federal Government saw a School Attendance Supervisor (SAS) and School Attendance Officers (SAOs) begin their roles. Once again, staff attendance across the whole year continued to be an issue however when in Community they were valuable members of the School team. The SAO's worked in classrooms and were fundamental in the successes of students within the classroom.