Oak Valley Aboriginal School

2020 annual report to the community

Oak Valley Aboriginal School Number: 1009

Partnership: Anangu Lands

	Signature
School principal:	Mr Kevin Kelly
Governing council chair:	Madeleine Grant
Date of endorsement:	**16 March 2021**

Government of South Australia

Department for Education

Context and highlights

Oak Valley is a small and very remote Anangu community set on the edge of the Great Victorian Desert, roughly 500 kilometres north-west of Ceduna. It is home to some of the most sacred land in Anangu culture. We have a small and transient student cohort who speak English as a second or third language. Although our students travel throughout the central desert region, often spending time in other APY communities, much of their time is spent in Tjuntjunjara, Yalata and Ceduna.

As with many remote communities, access to suitable housing is problematic. While there are plans to ease this demand with the addition of two additional houses, low occupancy rates in tenanted houses, results in the population of school aged children also being low. The school's viability and ability to attract and retain quality staff, will depend on it's capacity to maintain a steady cohort of students.

In 2020, the school implemented a site wide music program that is popular with students and families. Additionally, the school has utilised a grant to refurbish the multimedia room for the school and community to use to maintain and develop resources for Southern Pitjanjatjara and the recording of local culture.

Oak Valley Anangu School is also the lead school within our cluster for 2 Way-science. We are dedicated to providing examples of practice and leading the promotion of this and other culturally responsive pedagogies.

Finally, in response to challenges presented by COVID-19, we have developed a partnership with the Oak Valley Youth Program to ensure that our students have the knowledge and tools to engage in online learning.

Governing council report

This year saw the formalisation of our Governing Council. Madeleine Grant was elected chairperson with voting members coming from each family group. However, facilitating regular meetings with this group was difficult and modified meetings were held throughout 2020.

The Governing Council did ratify the 2020 budget and were heavily involved in the financial approval of a number of projects including the outdoor upgrade.

As a result of favourable feedback from community, we aim to continue our development of the school Governing Council in 2021 with tailored professional development opportunities for council members.

Quality improvement planning

During 2020, OVAS had three goals in its Site Improvement Plan. While feedback indicated teaching practice in these areas was strong and there was some evidence of growth, a lack of participation and poor performance in NAPLAN and PAT M/R was disappointing. Literacy goals were retained for 2021 with the numeracy goal amended to focus on culturally responsive pedagogies, specifically 2 Way-science. Despite this, our maths program retains the practice incorporated in the Learning Through Doing process and numeracy may become a focus as we reflect on our progress this year and decide on our goals for the next three year cycle commencing in 2022.

In 2021, each of our three goals is co-lead by a member of the teaching staff with the principal.

We have also successfully aligned our focus areas and practices with our hub school, Yalata in order to ensure consistency of practice.

SIP Goal Number One.

To improve student achievement in phonological awareness.

Strong teaching practice resulted in growth for students in the early years and collaboration with our speech pathologist produced assessment tools for older students. This goal was retained for 2021 with the early years teacher leading an emphasis on phonological awareness across the site.

SIP Goal Number Two

To improve student achievement in writing.

Some growth was evident as assessed with writing samples but assessment in 2021 indicates that these gains will have to be consolidated. Teacher practice continues to improve as the focus on writing across our hub is consolidated.

SIP Goal Number 3

To improve student achievement in number, additive strategies and multiplicative strategies.

Formative assessment indicated growth in these areas, particularly number but this was not reflected in PAT M results. We remain committed to the LTD pedagogy and after reflection on this year's progress, will reconsider numeracy as a focus in 2022.

Improvement: Aboriginal learners

Ongoing self reflection and feedback indicate that we are developing well against the Aboriginal Learner Achievement Quality Matrix and remain committed to practicing its Key Elements.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

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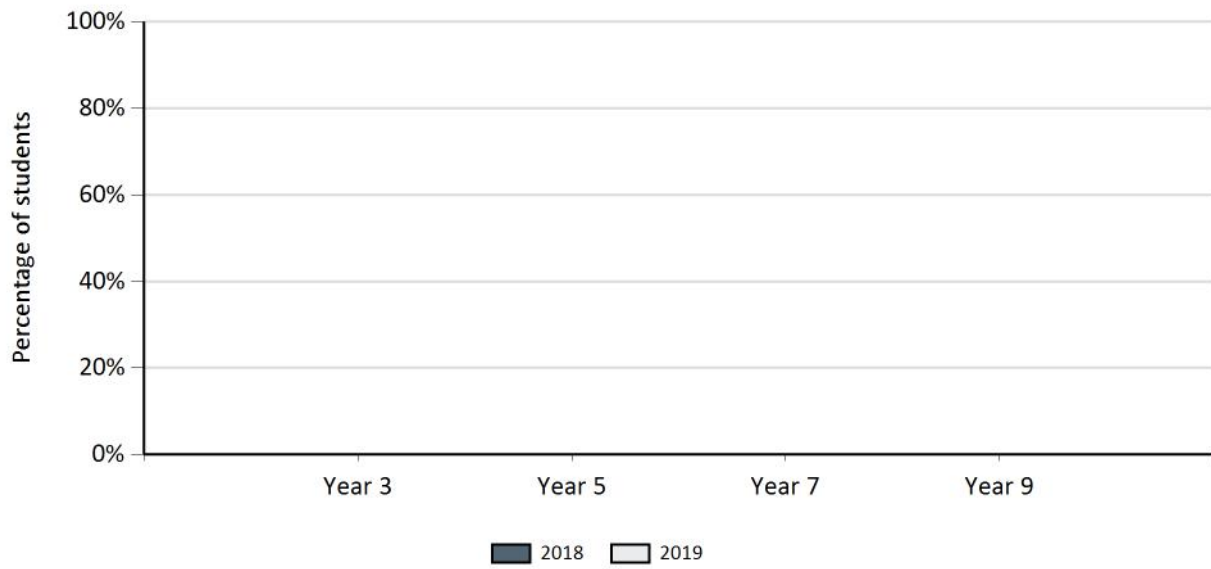
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
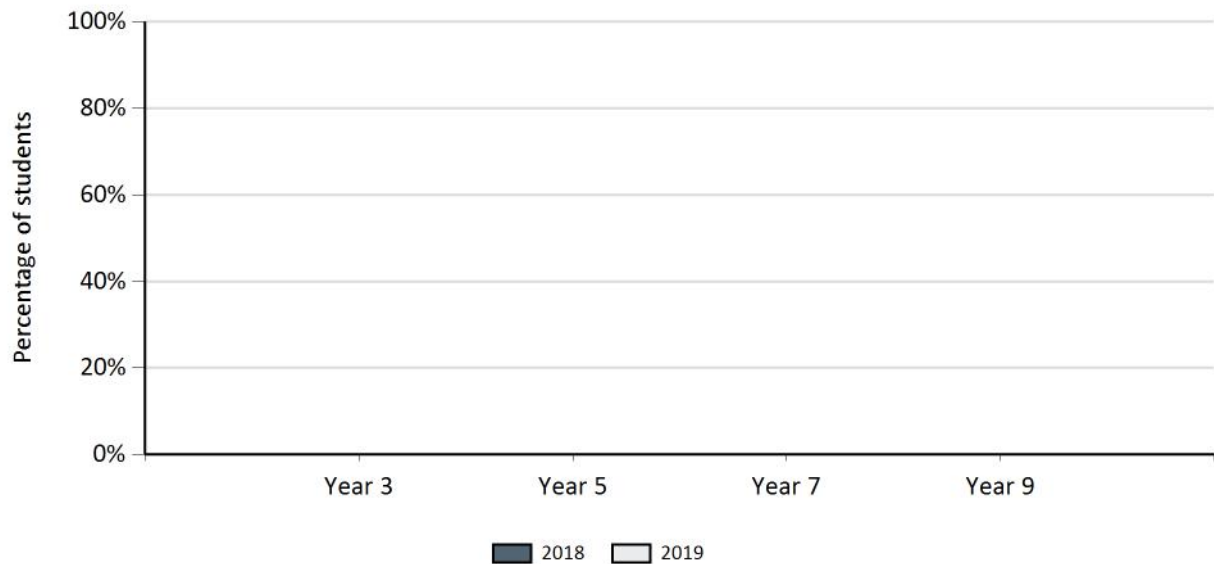
Numeracy

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Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*
Year 9 2019	*	*	*	*	*	*
Year 9 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

School performance comment

The school continues to reflect on our performance despite well known challenges.

Outcomes for students can be notoriously difficult to quantify through annual assessments given the unpredictable and inconsistent attendance of students at OVAS. However, through our use of detailed, short cycle planning templates and Seesaw as a tool for collecting and reviewing evidence of learning, we continue to ensure that all students display growth commensurate to their attendance at school.

We are committed to working with our community partners, particularly our rangers to create rich learning opportunities for our students. We continue to provide access to the Wiltja program and work with other external agencies to deliver any components of any prescribed and extra curricula opportunities students are unable to experience normally.

We prioritise the engagement of Anangu with our school and have an Anangu Coordinator and five Anangu Educators. Current feedback indicates our relationships with community are authentic and strong.

Attendance

Year level	2017	2018	2019	2020
Reception	60.0%	N/A	66.7%	N/A
Year 1	69.0%	80.8%	68.8%	80.0%
Year 2	84.7%	90.0%	73.2%	73.4%
Year 3	N/A	87.5%	N/A	60.6%
Year 4	73.1%	100.0%	100.0%	N/A
Year 5	83.0%	85.2%	N/A	66.1%
Year 6	77.0%	77.8%	75.0%	47.2%
Year 7	77.8%	82.9%	100.0%	100.0%
Year 9	61.3%	52.7%	N/A	N/A
Year 10	35.7%	66.7%	N/A	N/A
Year 12	42.9%	N/A	N/A	55.6%
Total	74.1%	80.4%	78.1%	61.7%

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

Attendance comment

When school aged children are in community, attendance is generally strong. However, engagement with secondary students remains a challenge.

Behaviour support comment

We have strong, whole site practices around classroom management and behaviour support and good access to additional expertise through our Learning Improvement Team.

Client opinion summary

Our client opinion survey results were extremely positive with 10 respondents all indicating they agree or strongly agree with the way the school is operating.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	12	80.0%
Other	1	6.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	2	13.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All employees at OVAS have a current WWCC. RAN certification has been more difficult but we aim address this by having staff members participate in train the trainer training in 2021.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	8
Post Graduate Qualifications	4

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.0	0.3	0.8
Persons	0	6	1	1

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

Financial statement

Funding Source	Amount
Grants: State	$938,413
Grants: Commonwealth	$65,000
Parent Contributions	$0
Fund Raising	$0
Other	$0

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

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Funding was used for our music and multimedia programs, to develop improved and culturally responsive pedagogies and improve levels of student independence and personal responsibility around health and hygiene.	Improved engagement through the whole school day, a reduction in significant beh
	Improved outcomes for students with an additional language or dialect	New resources and programs to ensure consistency across our hub.	Teaching and assessment practices are now consistent ensuring access for transie
	Inclusive Education Support Program	N/A	N/A
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	FLMD initiatives and ongoing EYS training.	Good progress is being made in the development of our EYS capacity, particularly with our Anangu work force but FLMD progress was slow. We aim to prioritise thi
Program funding for all students	Australian Curriculum	The engagement of external programs aimed at developing culturally responsive pedagogies, coupled with a focus on providing students with learning programs aligned to achievement standards closer to their year level age.	More rigorous learning programs and structured lessons and the inclusion of a S
Other discretionary funding	Aboriginal languages programs Initiatives	Culturally responsive pedagogies	Improved student and community engagement
	Better schools funding	N/A	N/A
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A