



SCHOOL CONTEXT STATEMENT

Updated: April 2016

School number: 1174

School name: Indulkana Anangu School

School Profile:



OUR VISION STATEMENT:

At Indulkana Anangu School, we provide a safe and supportive environment that allows students to walk proudly in both worlds.

VALUES:

Kunpu Wanganara Nintiringkupai

Strong, Smart and Respectful Learners

1. General information

- School Principal name: Marie Wright
- Year of opening: Indulkana Anangu School was opened in 1971 when Leslie Mingkilli wrote a letter to the South Australian Government on behalf of Iwantja Community asking for funding and assistance to establish a school. The school began with tents and sheds made of timber and brush from the surrounding bush and assistance by the first AEWs (Aboriginal Education Workers).
- Postal Address: PMB20 Indulkana, via Alice Springs NT 0872
- Location Address: Indulkana Community
- DECD Region: APY Lands
- Geographical location – ie road distance from GPO (km): 1200kms
- Telephone number: 08 8670 7984
- Fax Number: 08 8670 7945
- School website address: www.indulkana.sa.edu.au
- School e-mail address: info@indulkana.sa.edu.au
- Child Parent Centre (CPC) attached: Yes
- Out of School Hours Care (OSHC) service: No

- February FTE student enrolment:

	2012	2013	2014	2015	2016
PRIMARY					
Reception	6	9	7	4	4
Year 1	11	7	5	9	6
Year 2	6	11	8	6	9
Year 3	3	14	12	10	8
Year 4	14	5	13	17	9
Year 5	2	11	5	9	11
Year 6	4	5	11	5	12
Year 7	6	3	5	11	2
SECONDARY					
Year 8	8	6	3	4	11
Year 9	7	6	8	3	6
Year 10	5	7	9	4	4
Year 11	6	2	2	8	2
Year 12	4	5	6	1	2
TOTAL	82	91	94	91	86

School Card 100% Aboriginal 100% EALD 100% Mainstream D 3

- Student enrolment trends: Numbers remain steady with transiency an issue

- Staffing numbers (as at February census):

38 Staff members comprised of:

- Principal (A4)
- Anangu Coordinator (AEW3)
- Learning Improvement Coordinator (B1)
- 11 teachers
- 5 Government Services Employees Level 2
- 2 SSO Level 1
- 2 SSO Level 3
- 14 AEW Level 1
- 1 HPI
- Public transport access: No
- Special site arrangements:

2. Students (and their welfare)

- General characteristics

The majority of students at Indulkana (also referred to as Iwantja) are Anangu and their first language is Pitjantjatjara or Yankunytjatjara as this is usually the language spoken at home.

A significant factor for Anangu Communities and Schools is the transient nature of the population. The school can have students who attend for periods of days or weeks and then return to other communities.

Most children do tend to live in family groups within Indulkana Anangu Community or on their Homelands.

- Student well-being programs

Play is the Way is the centre of our well-being focus with our students and staff following the 'Indulkana Way'. Each week we focus on one of the 'ways' and students are immersed in the language and activities that encourage positive behaviours. Students are encouraged to make strong choices and to be strong and smart students.

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

Teachers manage personal hygiene programs for our students to work towards lower incidences of trachoma and other hygiene related health issues. Students participate in hand and face washing, tooth brushing and nose blowing programs to support their health.

- Student support offered

Twice a term, members of the DECD support services visit Indulkana Anangu School to work with students, staff and families to support students with special needs. There is a FamiliesSA Community Development officer on site who is able to offer support to students, staff and families. The CAMHS team visit 2 days each week.

The Nganampa Health Clinic situated across from the school and numerous health programs are conducted by them and visiting health professionals.

Australian Hearing visit twice a year.

- Student management

Student behaviour is managed in accordance with our Behaviour Management Policy and its focus is primarily on Restorative practices and family input. Elders and Community council members are great supporters of the school and will visit to talk about behaviour with leadership, teachers, AEWs, students and families. This is an extremely valuable aspect of our behaviour management.

- Student government

SRC meets regularly and each class has a representative. They are responsible for some school initiatives including sports equipment borrowing at lunch time. Posters featuring our SRC representatives are posted around Community to encourage others to recognise their leadership.

- Special programmes

Indulkana Anangu School are trialling QuickSmart Maths in 2015 as an intervention program for older students. We will be trialling a music programme aimed at engaging our older male students.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
Schools on the APY Lands operate under the umbrella of PYEC.

PYEC has a 3 Year Plan which links with the DECD Strategic Plan and APY Partnership Plan and together, these plans give direction to the individual sites in developing their Site Plans. Indulkana Anangu School has a site learning plan that identifies school priorities. This is a 3 year plan which forms the basis of the annual school report that is submitted by the principal to the local school community and DECD.

Indulkana Anangu School seeks to provide students with the skills, knowledge and experiences that will enable them to be self-determining and contributing in both Anangu and non-Anangu cultural contexts.

The school motto/vision forms the base for our all our school operations and programs:

Anangu munu piranpa tjungu warkarira nintini tjitji tjuta

(that is, anangu and piranpa working together to help all our children in their learning)

4. Curriculum

- Subject offerings: Teachers provide high quality, differentiated teaching and learning programs across the Family Centre, Preschool and School. They plan with and refer to EYLF, Australian Curriculum and SACE as key curriculum documents focussing on TfEL to guide pedagogy and ensure quality practice. English, Maths and the APY Lands Units of Learning are the major foci at Indulkana each day with classes working within the Anangu Domain whenever possible.

- Open Access/Distance Education provision: Each year a number of our secondary students attend Wiltja Boarding in Adelaide and complete some of their schooling at Windsor Gardens Vocational College. Year 7 students visit once in the year to 'get a taste' of the Wiltja experience.

- Special needs:

The majority of our students are EALD Learners. EALD Methodologies underpin all curriculum areas.

Significant numbers of students suffer intermittent hearing loss (Otitis Media). All work areas are fitted with sound field amplification systems.

Assessments and referrals are available through the Support Services Team. There is an ongoing commitment to Negotiated Education Plan/Individual Learning Plans for our students.

QuickSmart Maths and a one-to-one reading program are provided daily and verified students receive specialised support.

- Special curriculum features:

Children predominately speak English as a second language and even third language. For this reason teaching methodology must be explicit with a strong EALD focus.

English / Literacy and Maths / Numeracy are a continuing priority for our school. Teaching focuses on EALD methodologies and EALD Levels are used as an assessment tool.

PYEC and DECD support a domain separation approach in which AEWs and Communities are responsible for teaching traditional Pitjantjatjara and Yankunytjatjara Culture, Language, Land Management, Tjurkurpa (traditional story telling), Inma (traditional dance and songs) and Country. Piranpa (non-Anangu) teachers are responsible for teaching the mainstream aspects of the curriculum.

Vocational education and programs are run at Umuwa Trade Training Centre and students are able to complete TaFE certificates and receive SACE credits as part of this program.

We run a Stephanie Alexander Kitchen Garden Program which provides students with one lesson a week in the kitchen. Our kitchen provides breakfast and a hot lunch each day to students and there are numerous opportunities for students to develop their hospitality and nutrition skills.

- Teaching methodology

EALD methodologies are vital at Indulkana school as all of our current students speak English as their second or third language.

- Student assessment procedures and reporting

Indulkana Anangu School assesses and reports according to the current Partnership Assessment Agreement. Teachers and AEWs report in written and verbal form at least twice a year, at the end of terms 2 and 4.

- Building pathways for our student group is a vital part of our work at Indulkana Anangu School. Currently our Yr 7-12 students are involved in a weekly Work Experience program in the local community.

The Wiltja Secondary Program (based at Woodville High School) offers metropolitan High School opportunities for Anangu Students. Indulkana Anangu School has a number of students attending this program.

5. Sporting Activities

Our students display a strong sense of self esteem and pride in their sporting prowess. All students actively participate in all the sporting activities at the School. Once a year the students participate in an across the Lands' Ernabella Sports Day and Dance competition. We also participate in the annual Marla Sports Day with Oodnadatta and Mintabie Schools.

Daily fitness is encouraged with all classes and this is supported by a Healthy Eating program, thanks to donations from Red Cross.

Students also have access to supervised swimming at Mimili Swimming Pool by individual class teachers in terms 1 and 4 each year.

6. Other Co-Curricular Activities

General

As a Birth to Year 12 School, we have students from 9 months old and beyond attending our school to participate in our curriculum.

Bush trips are important to support transmission of Anangu Cultural knowledge, which form part of the Anangu domain learning area that is offered by AEWs. They are responsible for organising these events Camping trips, incursions and excursions are programmed during the year. These trips are closely linked to the general Science curriculum.

Older students also participate in different VET courses as part of their SACE, as well as getting involved in some TAFE subjects where possible.

7. Staff (and their welfare)

- Staff profile: There is a mix of gender, age, permanent and contract staff at Indulkana Anangu School in 2016. This provides a well balanced team that are able to learn from each other and support each other when required. We have a large group of AEWs who are employed across the Family Centre, Preschool and School. The local community knowledge and support with language provided by these staff members is invaluable. We have 5 SSOs on site who work in Administration, Kitchen, Intervention and Family Centre as well as 5 GSC workers in the Kitchen.

- Leadership structure: Principal (1.0), Anangu Coordinator (1.0) and a Learning Improvement Coordinator (1.0)

- Staff support systems

New staff are required to attend an Induction Program prior to their appointment. The program includes an introduction to Anangu Culture to 4WD training over an 8 day period.

Weekly staff meetings involving both piranpa and Anangu staff ensure that all staff members can have input into the democratic, participatory decision making processes that are set up in the school. Communication across the school community happens in Pitjantjatjara/ Yankunyatjara and English and is a major factor in fostering a strong working together school ethos.

Staff members are supported in their work through a clear Performance Management Strategy with adherence to the draft (2016) Partnership agreement occurring this year. Year level meetings for teachers across the APY Lands are organised so that teachers maintain close professional contact with colleagues working in the partnership. School leaders meet at least once a term at a central location to consider DECD and partnership initiatives and general programs. The PYEC (Anangu Coordinators form an executive of this representative group) conducts a meeting each term in providing direction for teaching and learning across the Lands' schools.

A collaborative working relationship exists between all schools within the Partnership and also with the Wiltja Residential Program Secondary Program operating in Adelaide. An Education Director and Assistant Director, along with a group of school support personnel are in place to foster these working relationships and enhance the educational programs in the Anangu Lands Partnership

- Performance Management

The Performance Management process is aimed at meeting individual staff needs and is negotiated directly with the Principal. The process is regular and varies according to individual needs. (see above)

- Access to special staff

Regular visits by Support Services Team members assist staff with any issues that are raised with students. Australian Hearing also makes regular visits to schools ensuring the continued improvement in students hearing. Families SA and CAHMS visit communities on occasion to follow up on individual cases.

8. Incentives, support and award conditions for Staff

- Locality Allowances / Country Incentive

Locality Allowances are available for all teachers who teach more than 0.4 time, with additional amounts for spouse and children.

A Locality Allowance of \$7727pa (as at 1st July 2013) is paid to staff.

There is also a Special Zone Tax B Rebate available.

- Shorter terms

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

- Housing assistance

Housing is comfortable, air conditioned and fully furnished. DECD pays all rent, gas, electricity and water. DECD pays for storage costs incurred. Housing is at a premium which means that staff may be required to share housing with another staff member and all staff are required to host visitors.

- Aboriginal/Anangu schools

With the approval of the Education Director, teachers may receive one terms study leave, after a minimum of 2 years service, with one year being a permanent placement.

- Medical and dental treatment expenses

Hepatitis B immunisations are available upon request and free of charge. Emergency treatment is supplied by the Indulkana Clinic.

- Relocation assistance

DECD pays for removals to and from the appointment

- Principal's telephone costs

DECD pays for line rental on home telephones. The call costs are charged back to the school and any personal calls are to then be reimbursed by the Principal to the school.

9. School Facilities

- Buildings and grounds

There is an Administration Building which includes a reception area, principal's office, a Teacher Resource Room incorporating our computer servers, a Community Room (also used as Anangu Coordinator office), a Computer Suite with Classroom space, Teacher preparation area staff room and toilet/ storage area.

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

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

- Heating and cooling

All classrooms and learning spaces have air conditioning.

- Specialist facilities and equipment

We have an extremely well resourced Library that is also used as a space for intervention programs. The Computer room has 25 computers and each class has access to 5 iPads and laptops.

The Performance Space provides an airconditioned space for weekly assemblies and special meetings and functions.

The Rage Cage provides a safe, enclosed area for ball games and physical activity.

- Student facilities

Students have a set of swings and a playground that they use at break times. They also have access to the Rage Cage and the oval which is regularly used for softball.

School lunch program:

Indulkana Anangu School has a school lunch program that has been operating since March 2014. This program is managed by Chantelle Stewart and Katrina King who are local Anangu staff members who have taken on this role in 2016. They are supported by site administrative staff in the areas of finance and ordering. The kitchen employs three other GSE staff members from community. The lunch program sometimes requires extra support in preparing the meals for the day and offers the senior students work experience in the mornings to help out.

The school lunch program is open Monday-Friday and serves a meal and drink at Kapatu time (11:20am) and a snack in the afternoon break (1:30pm) every day. We serve approximately 1,800 meals each term. Students can sign up for the program by having their parents or carers register through the Centrelink payment program. If you have a student or students that need to be signed up for the program, please see the administration staff at the school for a form and meet with the student's family about starting the program.

The school lunch program also offers its staff the opportunity for further professional development and has had three staff members complete their Certificate 1 in Hospitality. The staff completed training at Umuwa and the Indulkana kitchen and there are future plans for further training for our staff.

- Staff facilities

Administration building which includes staff room, teacher preparation room, AEW room, Families SA office, Principal office, computer suite, workroom and a substantial administration space.

- Access for students and staff with disabilities

There is ramp access to the administration area and the JP classroom.

- Access to school vehicles

The school has 2 troop carriers that are used for school purposes. We also have a school bus that is used for bush trips, excursions, camps etc. We take delivery of a second school bus this year.

10. School Operations

- Decision making structures

Over a number of years, there has been a steadily developing trend for Anangu to seek greater control over decisions on school issues and policy/curriculum directions. In line with requests from Anangu and with the DECD policy on community involvement in schools, this movement was formalised in an agreement between Anangu Education Services (AES), the Minister for Education, The Pitjantjatjara Yankunytjatjara Education Committee (PYEC) and the communities that PYEC represents. Each Anangu school community has representatives who attend regular PYEC meetings once a term. It meets regularly with the Aboriginal Lands Education Director and Assistant Director to make determinations related to policy and curriculum matters associated with education across the APY Lands.

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

- Regular publications

A weekly Staff Newsletter advises staff and key service providers of the weekly calendar and important information that affects teaching and learning.

- Other communication

The school has a Facebook page that is used to share positive stories about the school as well as to inform community about upcoming events. We have a weekly assembly and invite community to attend

- School financial position

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

- Special funding

11. Local Community

- General characteristics

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

- Parent and community involvement

Individual communities and their Governing Councils have a roll to play in decisions associated with the education of their children. It is part of the responsibility of individual school principals to ensure that this link between school and community is maintained and developed so that genuine empowerment of the community in matters relating to education and school occurs.

- Feeder or destination schools

N/A

- Other local care and educational facilities

A medical health clinic is available.

The Royal Flying Doctor is used for serious health issues.

A FamiliesSA Community Development officer is based at the school and a CAMHS worker visits twice per week.

- Commercial/industrial and shopping facilities

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

- Other local facilities

An Aged Care Facility is located in community.

- Availability of staff housing

There is Government housing consisting of three bedroom houses and two bedroom duplex houses available in the Indulkana Community to meet the existing needs.

Teachers may be required to share housing.

- Accessibility

Indulkana is located in the APY Lands in the Far North West of South Australia. Coober Pedy is 300km's to the South; Adelaide is 1200 km's further south; Alice Springs is 400 km's to the North.

Greyhound buses are accessible just out of town, on the Adelaide to Darwin route (they do pick up passengers from the Iwantja turnoff (7 kms from the community)).

- Local Government body

The local Iwantja Community Council was established with a view to meeting each fortnight to help manage the community affairs and address various issues.

12. Further Comments

The APY Lands are held on freehold title under the terms of the Anangu Pitjantjatjara Yankunytjatjara Land Rights Legislation.

People not covered under the terms of this legislation require permits to enter and work on the APY Lands.

The majority of people at Iwantja refer to themselves as Yankunytjatjara, which is a group having its origins in the eastern section of the APY Lands.

Granite Downs Station (now part of Iwantja) was handed back to Anangu as part of the APY Lands in 1991 and is now being developed as a cattle station.

Kinship ties over three groups within the Northern Territory, Western Australia and South Australia. These are the Pitjantjatjara, Ngaanyatjarra and Yankunytjatjara peoples.