About Yalata

Yalata Anangu School serves a remote Aboriginal community on the eastern edge of the Nullarbor, 200km west of Ceduna and approximately 1000km by road from Adelaide.

Community with population of around 300, on original Wirangu land having been displaced by the atomic testing at Maralinga.

There is much transience between Oak Valley (315km north), Tjuntjuntjara (400km west of Oak Valley) and Yalata. The major centre of Ceduna, 200km to the east is also the cause of considerable transience and absence for school students.

All 60 students have a form of Pitjantjatjara as their first language, but there is progressively more English being included in their conversations with teachers. The closer the community is to a major centre the more English is willing to be spoken.

Cultural obligations between these three communities impacts greatly on student numbers and attendance of this school.
Vision Statement

At Yalata Anangu School we will work together as a community to improve attendance, literacy, numeracy and healthy lives by being supportive and respectful of each other.

We have high expectations of students, staff, parents and the community to contribute to a happy, fun, creative and welcoming learning place.
Highlights

- Easter Parade
- Cricket SA visit
- Aquatics
- Wayne Quillam Photographer visits
- Senior students Come Out in Adelaide
- Short Term visit to Wiltja Program
- Books in Homes
- Spinifex Sports in Tjuntjuntjara
- Camp to Port Lincoln
- Land Handover at Pidinja Lake
- Christmas Train
- Christmas Concert
Data shows that enrolments have increased from 53 students in 2012 to 58 students in 2013. The increase shows children moving from preschool to school.
## Site Improvement Planning

### Objectives (What we want to improve)

<table>
<thead>
<tr>
<th>Strategic Direction</th>
<th>Objectives</th>
</tr>
</thead>
</table>

### Strategies (We are going to improve by)

- Accelerated Literacy program consists of 45–50 minute sessions before recess, 5 days a week for all classes. Develop and implement Yalata Anangu School Literacy Plan. All teachers use a range of differentiated pedagogies to accommodate all. Reading Program focuses each child reading every day. Yalata and Coorangi Reception co-locate in a shared professional support. Staff to complete 1-day Relief training.

### Targets (Improvement we want to see)

- Students to achieve 1 ESL standard a year.
- 100% of students to complete NAPLAN testing.
- Staff to complete 4-day NALP training.
- Interagency links fostered, TAFE, Eyre Futures, Wiltja, NRM, SHINE.
- Vocational Education and Work related activities fostered.

### Performance Indicators (Data gathered to measure)

- Number of students attending Wiltja.
- % of secondary students with a PLP.
- 100% of students to be assessed by health agencies.

### Quality Teaching and Learning

#### Objectives

- All students have a modified, basic, Personal Learning Plan for the future.
- Interagency links fostered, TAFE, Eyre Futures, Wiltja, NRM, SHINE.
- Short-term visits to Wiltja by Year 7 and secondary students.

#### Strategies

- Accelerated Literacy program consists of 45–50 minute sessions before recess, 5 days a week for all classes. Develop and implement Yalata Anangu School Literacy Plan. All teachers use a range of differentiated pedagogies to accommodate all. Reading Program focuses each child reading every day. Yalata and Coorangi Reception co-locate in a shared professional support. Staff to complete 1-day Relief training.

#### Targets

- Students to achieve 1 ESL standard a year.
- 100% of students to complete NAPLAN testing.
- Staff to complete 4-day NALP training.
- Interagency links fostered, TAFE, Eyre Futures, Wiltja, NRM, SHINE.
- Vocational Education and Work related activities fostered.

### Attendance / Student Wellbeing / Community Engagement

#### Objectives

- Develop pre-literacy and pre-numeracy skills.
- Develop a true sense of belonging for the children, families and educators of Wiltja preschool.
- Develop a partnership with Wiltja, that enhances children’s learning.
- Develop a sense of belonging for the children, families and educators.
- Develop a partnership with Wiltja, that enhances children’s learning.

#### Strategies

- Accelerated Literacy program consists of 45–50 minute sessions before recess, 5 days a week for all classes. Develop and implement Yalata Anangu School Literacy Plan. All teachers use a range of differentiated pedagogies to accommodate all. Reading Program focuses each child reading every day. Yalata and Coorangi Reception co-locate in a shared professional support. Staff to complete 1-day Relief training.

#### Targets

- Students to achieve 1 ESL standard a year.
- 100% of students to complete NAPLAN testing.
- Staff to complete 4-day NALP training.
- Interagency links fostered, TAFE, Eyre Futures, Wiltja, NRM, SHINE.
- Vocational Education and Work related activities fostered.

### Community Engagement

#### Objectives

- Improve attendance and engagement of all students with the aim to develop the skills to take ownership of their learning.
- To encourage community engagement and involvement.
- To develop ideas on belonging for the children, families and educators of Wiltja preschool.
- Develop a sense of belonging for the children, families and educators of Wiltja preschool.

#### Strategies

- Accelerated Literacy program consists of 45–50 minute sessions before recess, 5 days a week for all classes. Develop and implement Yalata Anangu School Literacy Plan. All teachers use a range of differentiated pedagogies to accommodate all. Reading Program focuses each child reading every day. Yalata and Coorangi Reception co-locate in a shared professional support. Staff to complete 1-day Relief training.

#### Targets

- Students to achieve 1 ESL standard a year.
- 100% of students to complete NAPLAN testing.
- Staff to complete 4-day NALP training.
- Interagency links fostered, TAFE, Eyre Futures, Wiltja, NRM, SHINE.
- Vocational Education and Work related activities fostered.

### Performance Indicators (Data gathered to measure)

- % of students to achieve National Reading Benchmark.
- 80% of students achieved National Writing Benchmark.
- % of secondary students with a PLP.
- 100% of students assessed by school health agencies.
- 100% of students participating in school health programs.
- Attendance is on the agenda for school meetings and assemblies. Incentives for good student attendance, local excursions, school camp, end of term rewards, movie nights.
- % shown from data collected.
- % of students to achieve National Reading Benchmark.

### All students achieved 3 or more PM Benchmark levels

At Yalata Anangu School we will all work together as a community to improve attendance, literacy, numeracy, and healthy lives by being supportive and respectful of each other.
Student Achievement

PM Benchmark Reading Kit

The Strategic Plan 2013 target for improvement is for every student to improve by 3 or more levels.

34 students were tested, of these students 20 were matched with from 2012.

60% or 12 students improved 3 or more levels.

Site Validation Recommendation - Monitor student achievement more frequently. Running Records should be taken every 5 weeks and students’ sight words, alphabet and phonic acquisition should be continuously monitored using consistent assessment tools across the school.
NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

In Year 3 there were 5 students eligible for the test. 3 students were tested. 2 students achieved Grammar, 2 students achieved Reading, 2 students achieved Numeracy and 1 student achieved Spelling.

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>33.3</td>
</tr>
<tr>
<td>Reading</td>
<td>33.3</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>66.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Table 1: Year 3 Proficiency Bands by Aspect
In Year 5, 10 students were eligible. 8 students were tested. Of those tested 3 students achieved Reading, 5 students achieved Spelling, 2 students achieved Grammar and 2 students achieved Numeracy.

### Table 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>77.8</td>
<td>22.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>66.7</td>
<td>22.2</td>
<td>11.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>28.6</td>
<td>14.3</td>
<td>57.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>71.4</td>
<td>14.3</td>
<td>14.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Year 7, 6 students were eligible for testing. 4 Students were tested. Of the 4 students that were tested, 2 students achieved Reading, 2 students achieved Spelling, 1 student achieved Grammar and 1 student achieved Numeracy.

<table>
<thead>
<tr>
<th>%Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Year 7 Proficiency Bands by Aspect
In Year 9, 2 students were eligible. 1 student was tested.

Table 4: Year 9 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4: Year 9 Proficiency Bands by Aspect
### Mean Scores by Test Aspect

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>264.0</td>
<td>347.9</td>
</tr>
<tr>
<td>Reading</td>
<td>311.4</td>
<td>324.4</td>
</tr>
<tr>
<td>Writing</td>
<td>271.1</td>
<td>295.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>243.4</td>
<td>349.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>267.1</td>
<td>338.4</td>
</tr>
</tbody>
</table>

---

### Table 5: Year 3 Mean Scores

- Numeracy: 264.0, 236.4, 264.9
- Reading: 311.4, 264.6, 225.3
- Writing: 271.1, 288.8, 139.4
- Spelling: 243.4, 347.0, 252.3
- Grammar: 267.1, 388.0, 220.2

---

### Table 6: Year 5 Mean Scores

- Numeracy: 347.9, 347.4, 314.6
- Reading: 324.4, 323.1, 371.8
- Writing: 295.2, 231.5, 233.8
- Spelling: 349.7, 274.1, 390.2
- Grammar: 338.4, 165.8, 230.5

---

### Figure 5: Year 3 Mean Scores

---

### Figure 6: Year 5 Mean Scores

---

### Students Mean Scores

Figure 5: Year 3 Mean Scores

Table 5: Year 3 Mean Scores

---

### Students Mean Scores

Figure 6: Year 5 Mean Scores

Table 6: Year 5 Mean Scores

---

---
Mean Scores by Test Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>415.8</td>
<td>402.6</td>
<td>403.6</td>
</tr>
<tr>
<td>Reading</td>
<td>421.5</td>
<td>388.6</td>
<td>384.0</td>
</tr>
<tr>
<td>Writing</td>
<td>300.2</td>
<td>283.7</td>
<td>280.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>351.3</td>
<td>370.6</td>
<td>445.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>392.5</td>
<td>328.5</td>
<td>178.5</td>
</tr>
</tbody>
</table>

Figure 7: Year 7 Mean Scores

Table 7: Year 7 Mean Scores

Mean Scores by Test Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>465.1</td>
<td>467.9</td>
</tr>
<tr>
<td>Reading</td>
<td>450.2</td>
<td>424.3</td>
</tr>
<tr>
<td>Writing</td>
<td>317.5</td>
<td>285.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>398.1</td>
<td>387.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>395.5</td>
<td>385.1</td>
</tr>
</tbody>
</table>

Figure 8: Year 9 Mean Scores

Table 8: Year 9 Mean Scores
Secondary

The Secondary and Year 7 students travelled to Adelaide for a short term visit to Wiltja. This short term visit gives the children the opportunity to experience boarding in Adelaide. One of the considerations to attend Wiltja is for new students to have done a short term visit.

While the students were in Adelaide they attended the Come Out Festival. The children participated in a series of creative photography workshops under the guidance of professional photographer Wayne Quilliam. The students' photographs were displayed in ‘Nullarbor: Not just Dead Trees’, an exhibition in the Dunstan Playhouse.

The secondary class also created a short film with visiting artist Poppy Stockwell. They wrote a storyboard, filmed, acted, recruited extras including background audio, and added subtitles.

Yalata Anangu School is a strong supporter of the Wiltja Program. We had students participating this year. We were awarded the Bob Lines Award for best Wiltja supporters in 2013.

Well Done to Alinta Smart for Completing her SACE Year 12 and graduating from Windor Gardens Vocational College.
Attendance

Student attendance at Yalata Anangu School was 51.6% decreased from 57.2% in 2012.

Attendance at Yalata Anangu is very complex.

Funerals, Cultural Business, families travelling around and children not willing to come to school impacted on attendance.

Table 12: Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>50.9</td>
<td>69.3</td>
<td>61.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>38.3</td>
<td>55.5</td>
<td>40.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>57.8</td>
<td>49.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>62.1</td>
<td>56.0</td>
<td>48.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>47.4</td>
<td>55.9</td>
<td>60.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>67.2</td>
<td>46.4</td>
<td>49.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>67.9</td>
<td>59.6</td>
<td>52.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>68.4</td>
<td>67.1</td>
<td>65.9</td>
</tr>
<tr>
<td>Year 8</td>
<td>63.7</td>
<td>45.7</td>
<td>32.6</td>
</tr>
<tr>
<td>Year 9</td>
<td>47.1</td>
<td>23.0</td>
<td>39.4</td>
</tr>
<tr>
<td>Year 10</td>
<td>26.9</td>
<td>76.5</td>
<td>15.5</td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td></td>
<td>85.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>56.2</td>
<td>57.2</td>
<td>51.6</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>57.1</td>
<td>55.8</td>
<td>49.6</td>
</tr>
</tbody>
</table>
Yalata also has a cohort of children that do not come to school regularly and parents have difficulty getting them to school.

At the beginning of the year a meeting was held with services within the community to address school attendance. These are some of the issues that may stop children from coming to school:

- Watching TV all night
- Walking around the community all night
- Not listening to their parents
- Teasing at school
- Parents in Ceduna for long periods of time
- Substance misuse/violence in the home
- No food at home

After discussions it was decided that some staff, workers and community members would do a pick up in the morning and throughout the day.

This did not work well due to the fact that many households were still asleep.

**Incentives to encourage Attendance**

- Come to School Go to the Pool
- Breakfast Program
- Fruit for Recess
- Local excursions
- End of term awards
- School camp
- Movie nights
- Aquatics camp
- Spinifex sports camp
- Girls night

During Term 2 Greg Wirth was Principal. Greg has great knowledge of positive behaviour strategies. One of these were Awesome Tickets. If any child was caught doing something awesome, they would get a ticket. When they get 5 tickets children can choose from a prize box. The charts were displayed in the front office and children can see how many tickets they need to get a prize.
Early Years

This year we recruited well with Ann Marquard coming from Amata to work in our preschool. She worked very hard developing the Quality Improvement Plan for the NQS.

Ann has since moved into an Universal Access position where she can now give assistance to all the APY preschools.

Before Ann departed we employed Lorraine Wong to work in the preschool.

Lorraine has done a great job and has given the children a fantastic learning program.
Staff

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>6</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
</tr>
</tbody>
</table>

Yalata Anangu School had a mixture of staff throughout the year. Term 1 welcomed 4 new teachers. Principal was on leave for term 2. Term 3 lots of families and community went to Oak Valley for cultural business. Term 3 and 4 the creche had recommenced its services to the community.

<table>
<thead>
<tr>
<th>Workforce composition</th>
<th>Teaching Staff</th>
<th>Non Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full time equivalent</td>
<td>1.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Person</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>
School Validation Report

In Term 3 Yalata Anangu School was a part of the validation process for DECD.

Recommendations include:

- Further develop self review processes by using the 9 principles of the Diaf or the improvement planning tools.

- Initiate an inquiry approach to Oral Language development. Explore how to develop greater proficiency in standard Australian English vocabulary at each stage of schooling in which strategies are trialled, shared, supported by the ICT whiteboards and continuously improved.

- Consider streamlining data collection and management processes within the context of transience and monitoring effectiveness of intervention approaches. Also utilise ongoing formative assessment strategies.

- Review the use of the BER general learning area to address small group and poor attendance issues. Creation of an exciting and highly engaging collaborative learning environment where purposeful tailored learning can occur.