

NYANGATJATJARA COLLEGE



2012 ANNUAL REPORT

Nyangatjatjara College provides quality education to Anangu learners so that they can reach their potential – educationally, socially, emotionally and spiritually – to enable them to participate fully in life in Australia in the 21st Century. The College partners with providers in the region to ensure a whole-of-community approach to education provision.

Introduction

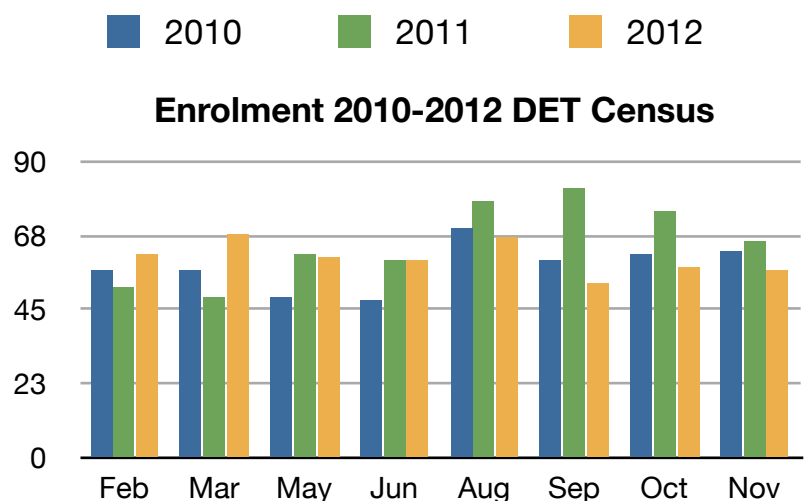
Nyangatjatjara College is a small, very remote secondary school catering for students from the communities of Docker River, Imanpa and Muṯitjulu in the south-west of the Northern Territory.

Established in 1997, Nyangatjatjara College is the only Northern Territory secondary school south of Alice Springs. It was initially set up to provide Anangu students with the opportunity to undertake secondary education without having to leave the region.

Initially the College was set up to include a boarding component at our Yulara Campus. For a number of reasons this became unfeasible, and boarding officially ended during 2010. Students are now taught at the three communities - Docker River, Muṯitjulu and Imanpa.

Student Body

A total of 130 students attended the College at some stage during 2012. At the annual census 64 students were enrolled, down from 77 in 2011. The death of a student from Muṯitjulu just prior to Census is the main factor for the drop in numbers. All students reside in the communities of Docker River, Imanpa and Muṯitjulu, and all of the Aboriginal students, which comprise 98% of total numbers, speak Pitjantjatjara as their first language. Many students speak other Central Australian Aboriginal languages as well. Nyangatjatjara College recognizes that all students are individuals and strives to meet the needs of every student.



Governance Model

The Nyangatjatjara Aboriginal Corporation (NAC), a body registered under the Corporations (Aboriginal and Torres Strait Islander) Act 2006, is responsible for managing the affairs of the College. The Board consists of two representatives from each of the three communities, elected by the NAC members. Directors are elected for a two year term. In addition, two independent directors, one with expertise in the field of education and one with financial expertise are appointed.

Membership and Meeting Attendance: January 2012 - April 2013

The College Board met on nine occasions in this period. (One meeting was inquorate). Membership and meeting attendance were as follows:-

<i>Name</i>	<i>Community Represented</i>	<i>Meetings Attended</i>
+ Ms Sandra Armstrong*	Imanpa	4/4
Mr Samuel Bulla	Imanpa	7/9
Me Geoffery Mumu	Imanpa	1/1
Mrs Lillian Inkamala**	Imanpa	4/4
Mrs Raylene Larry*	Docker River	0/3
Mrs Merrill Namatjira	Docker River	5/7
Mrs Janie Miama**	Docker River	2/4
Mr Sammy Wilson*	Muṯitjulu	0/3
Mrs Elsie Wanatjura	Muṯitjulu	8/8
++ Mrs Rita Jingo**	Muṯitjulu	4/5
Prof Bob Teasdale	Independent - Education	6/8
Ms Catherine Albert, CPA	Independent - Finance	7/8

* Term expired April, 2012

+ Chairperson until April 2012

** Elected April 2012

+ + Chairperson from April 2012

Staff

Professional Engagement Measure

TEACHING STAFF

Retention/Appointments

New Staff Appointed 5

Retired 0

Resignation or moved to other positions 5

Contracts completed 7

Attendance

Sick leave 14 days absent

Parenting/carers leave 2 days absent

Bereavement 0

Attendance Rate 98.78%

Qualifications of Academic Staff

Number of Staff with Degrees 10

Number of Staff with Honours 0

Number of Staff with Masters 2

Number of Staff with PhDs 0

Professional Learning and Expenditure

In 2012 all staff (both teaching and non-teaching) participated in professional development. The College provided a wide range of professional learning activities that are classified into six sections below.

Literacy and Numeracy

- First Steps in Mathematics – measurement 12 hours
- Practical approaches to Maths using Maths 300 6 hours
- Programming and planning Maths in a Remote Context 6 hours
- Maths Workshop Make it Count 4 hours
- Introduction to Accelerated Literacy 6 hours
- Accelerated Literacy from LOLO to Transformations 6 hours
- Accelerated Literacy – spelling 6 hours
- Accelerated Literacy – writing 6 hours

ICT

- GarageBand An Introduction for Teachers 6 hours
- iPads in the Classroom 6 hours

Induction

- College induction program 12 hours

Health

- Introduction to MindMatters 4 hours

Occupational Health and Safety

- First Aid training 3 hours
- Bronze Medallion training 8.5 hours
- Fire Warden Training 7 hours
- Reporting neglect and abuse 3 hours

Leadership

- NARIS Leaders conference 12 hours
- DET School Leaders Conference 20 hours

To maintain registration in the Northern Territory, all teachers are required to undertake 100 hours of professional learning over a five-year period. The College provided a total of 108.5 hours of professional learning on-site in 2012.

In 2012, the College spent \$20,668 on staff professional development. (This figure does not include the two leaders conferences.)

Highlights

- Two students completed an NTCET unit.
- Two staff members were finalists in the AISNT Teaching Excellence Awards, with Paul Bulley winning the Graduate Teacher of the Year award.
- The College used an innovative methodology with iPads, linguists and community researchers to accurately gauge community attitudes to the school and education.
- A delegation travelled to Canberra for the MindMatters school recognition event.
- The building program at Docker River and Imanpa was completed.
- A number of students attended the Try'a Trade work expo in Alice Springs, a step towards mapping a pathway to employment.

- There has been a comprehensive professional development program held at the school, attended by colleagues from WA and SA schools as well as our own staff.
- The College made a link with international sustainability thinker Dr Paul Clarke, Professor of Education at St Mary's University College in London.
- Chris & Terry attended the National Alliance of Remote Indigenous Schools (NARIS) conference in Perth.
- The College maintained rewarding relationships with two Sydney schools, Marist Pagewood College and Monte Sant' Angelo.
- Imanpa students attended the Kungka Careers Conference where two of them completed a year 11/12 integrated unit.
- A number of volunteers gave their time and skills to the College, a practical expression of support for our work.
- The College held its first Mini Olympics with students from all three campuses, as well as a cross-campus sports day and swimming carnival.
- An Artist in Residence spent a week at Docker River teaching students to write and record their own songs using the GarageBand iPad app.
- Musician Shellie Morris spent time at Docker River and wrote and recorded a song with the girls.
- Imanpa students broadcast live radio shows to the local community through a visit from CAAMA.
- The College Ranger program continued to be a success.
- The College hosted a community research workshop organised by Ninti One Ltd Community Research.
- Mutitjulu students invited their family members into the classroom to witness a typical school day, a very successful initiative.

Student Awards

For the second year, the College presented awards to students from the three campuses who had made special achievements during the year. The presentation ceremony was held at Yulara after the end of year Sports Day. It was great to see so many community members in attendance. The awards were as follows:

Attendance

Kinyin Giles (Mutitjulu), Marissa Pumpjack (Imanpa), Thaddeus Mitchell (Docker River). Rosabell Miama won the overall award for best attendance at the College.

Literacy

Jacob Reid, Michelle Armstrong (Mutitjulu), Charlton Teamay, Tanisha Kirkman, Tiara De Rose (Docker River), Tanya Burton, Marissa Pumpjack (Imanpa)

Numeracy

Abraham Brumby (Mutitjulu), Charlton Teamay (Docker River)

Most Improved/ Consistent Effort/ Encouragement

Kinyin Giles, Shannon Brumby (Mutitjulu), Lewis Martin, Kevin Bennett, Manny Ginger (Docker River), Tanya Burton (Imanpa)

Technology/Art

Randall Dixon-Tjiweri, Sheryth Ailek (Mutitjulu), Brendon Marks (Docker River)

Academic Achievement

Marissa Pumpjack (Imanpa)



Opinion Surveys

For the second year, the College used Ninti One Ltd to conduct parent and student surveys, using local Anangu researchers. The methodology was nationally recognized in an article published in the Autumn 2013 edition of 'Principal Matters'.

After the first survey cycle in 2011, a report was presented to the College Board and a number of recommendations were agreed upon to provide sharper focus on key areas and improve the process for this second cycle. These included:

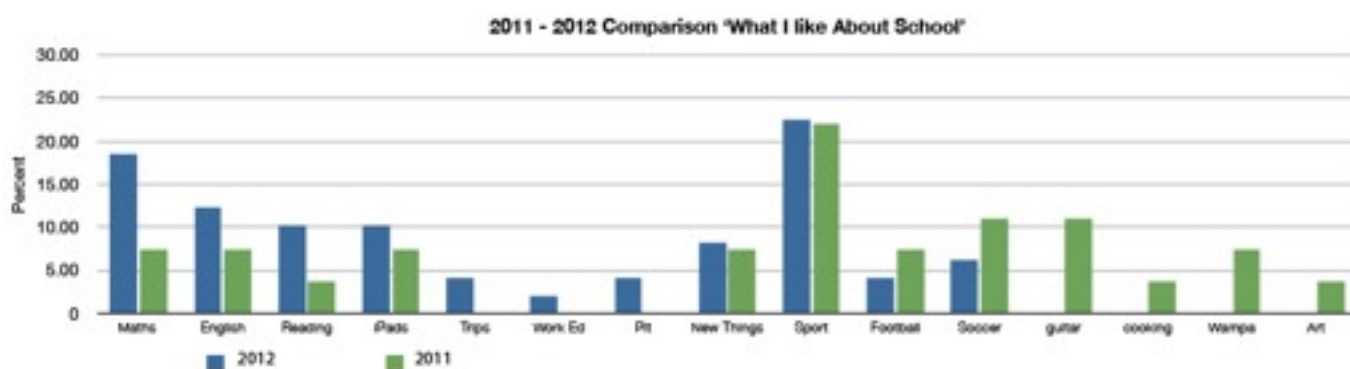
- fewer questions,
- more opportunity for qualitative discussion, and
- a commitment to increasing the number of community members surveyed.

A focus was added to the community surveys to ask for feedback on the College's governance and decision making structures to provide baseline data for the 'Empowering Local Schools' initiative, due to begin in 2013.

Student Opinion

Motivation for Coming to School

Data from the 2011 Student Surveys showed that students' prime motivation for attending school was essentially *social in nature* rather than being *focused on perceived future benefits*, such as employment, that learning in school might support. 2012 data shows a strong shift towards a motivation to engage in learning at school and looking at employment and activity options in the *local community* context. Despite all of the rhetoric and publicity endeavours from the Indigenous Land Corporation (ILC) and the federal government, it is interesting to note that students did not consider pursuing *metropolitan boarding schools* or the *Ayers Rock Resort* as a future training or employment options, but instead showed a firm commitment to local community opportunities.

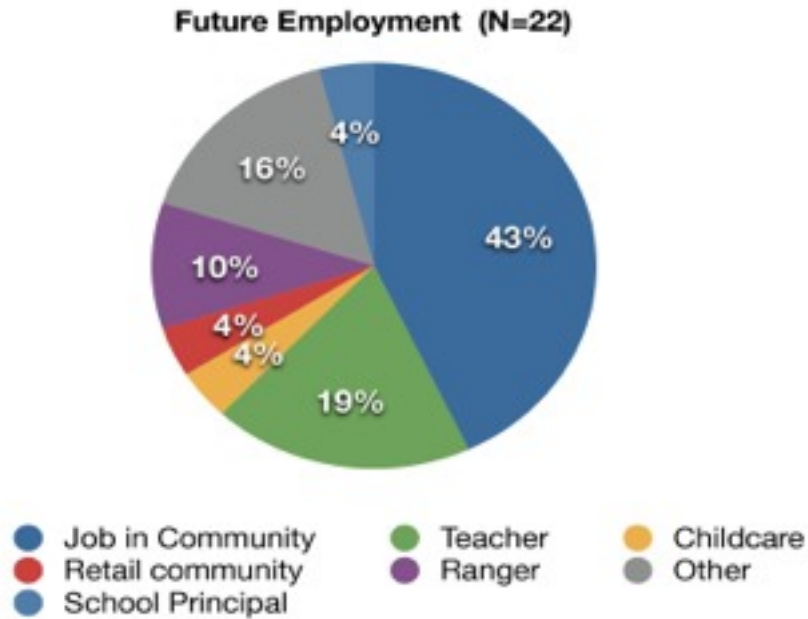


Graph A

Graph A shows there has been a significant change in the things that students enjoy most about school. Sport was the most popular item in 2011 (40%) but dropped to 33% in 2012. There was a large increase in the Maths/English/Reading grouping from 18% in 2011 to 40% in 2012.

Graph B

From the Graph B below, 43% of students identified an (unspecified) job in the community. Ninety-six percent of students in total identified jobs that they wanted to do inside their own community.



Community Opinions

Confidence in the School

The college continues to enjoy strong support and confidence from the communities as occurred in the 2011 survey. In particular, the community appreciated that teachers provide transport and lunch for the students. This high level of trust and support has translated into a more active support in pushing students to get to school.

When I walk into school I feel welcomed by staff - 76% positive; 24% unsure; 0% no

My child is happy at school – 88% yes; 9% unsure; 3% no

Do students feel safe in the yard at recess and lunch 86% yes; 14% unsure; 0% no

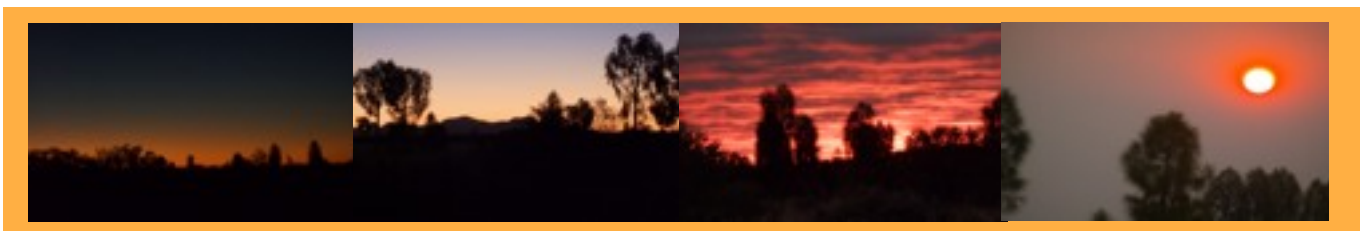
I feel confident that the school manages fighting and teasing well – 80% yes; 20% unsure; 0% no

When I talk to teachers, I know they will listen and help me properly – 84% yes; 16% unsure; 0% no

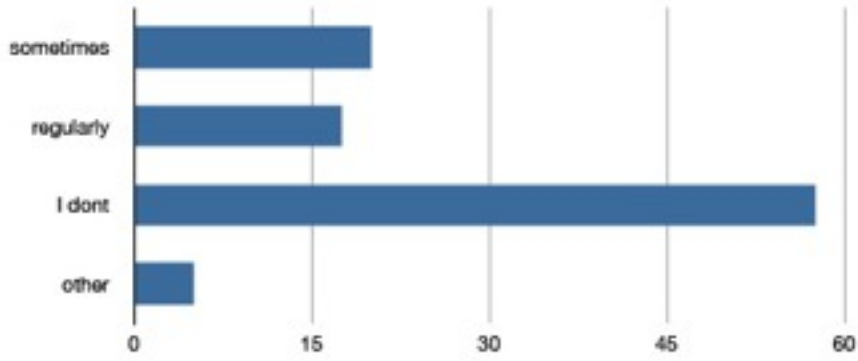
My child is confident in their learning at school 79% yes; 16% unsure; 5% no

Information Sharing and Decision Making Processes

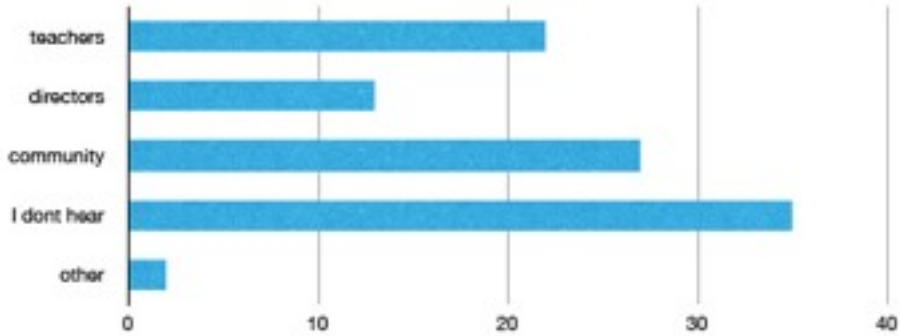
The Board was keen to know how the community felt about dissemination of information. Four questions were asked about the effectiveness of the Board and the College leadership team in communicating with communities. This feedback provides baseline data for the Empowering Local Schools initiative, a DEEWR-funded project.



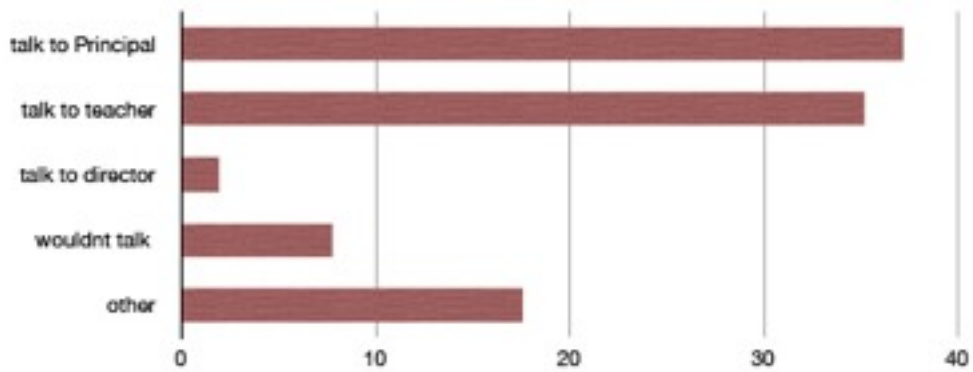
How often do you hear about the Board's business and the decisions they make (%)



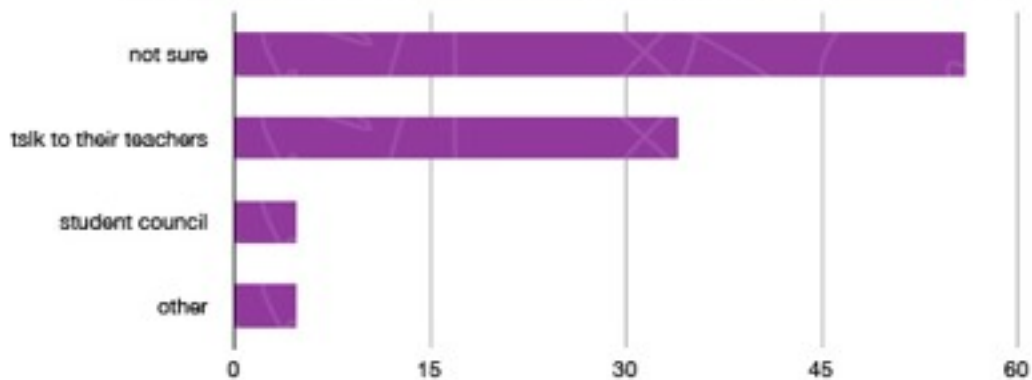
Who tells you about the Board's decisions? (%)



How could you give information to the Board about your ideas?



How could young people be involved in decision making about their learning? (%)



NAPLAN

Of the eligible students, thirteen were out of community when the National Assessment Program Literacy and Numeracy testing occurred. Seven other students were absent for the days of testing. Three students completed all of the tests, and three students partially completed the tests. The College actively encourages all eligible Year Seven and Nine students to participate in NAPLAN testing, as is required of all schools. Due to the small number of students who sat the test it would be inappropriate to report on specifics, however no students achieved the national benchmark.

Facilities

In 2012, work was completed on new classrooms for both the Imanpa and Docker River campuses. This increased space provides teachers with the opportunity to create specialist learning areas. Money for this project, which totalled approximately \$1 million, came from the Commonwealth Government's Building Education Revolution, with a contribution from College funds. Landscaping has commenced around the new classrooms.

A number of upgrades have also occurred at the main Yulara campus. These include a new deck and stairs around the kitchen and a loading ramp at the kitchen rear, some electrical upgrade work, and installation of some new garden beds.

New air-conditioning was installed at the Docker River campus and there was a complete repaint. The teachers' residence at Imanpa was fully upgraded.

The future

In 2012 the modernisation of the Imanpa and Docker River campuses was completed, giving our students facilities comparable with secondary schools in other parts of Australia. We have begun to establish links to enable students to gain work experience and to look at future career pathways. The involvement with GTNT and the Trade Training Centre in the APY Lands will enable more of our students to access training opportunities. We continue to work slowly towards establishing a mutually beneficial training and employment-based relationship with Voyages.

We have continued the task of developing and maintaining links with education providers in the adjacent remote areas of SA and WA. These links provide opportunities for teachers and support staff to interact with, and learn from, colleagues who are working in similar contexts.

I am confident that we will be able to continue the improvements of this year into future years, and provide a great education for our students.

Chris Harvey
CEO/Principal