

ANNUAL REPORT 2019

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. In order to discover what local Anangu truly want and expect from schooling the College invests significant time and effort in community consultation, conducted whenever possible in language and in a culturally appropriate manner.

The College

Nyangatjatjara College is a small, very remote secondary school catering for students from the communities of Docker River, Imanpa and Mutitjulu 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 established to provide Anangu students with the opportunity to undertake secondary education without having to leave the region.

Initially the College was designed to include a boarding component at our Yulara Campus. For a number of reasons this became unfeasible and boarding officially ended during 2010. In 2015 the College took over operation of the Docker River Primary School, meaning that in that community there is a seamless provision of education from Transition to senior secondary.

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 2019 – December 2019

The names of directors during the 2019 financial year and the meetings they attended are shown below.

NAME	EXPERIENCE/ COMMUNITY	MEETINGS ATTENDED	ELIGIBLE TO ATTEND
Virginia Connelly	Docker River	3	3
Priscilla Connolly	Docker River	4	4
Kathryn Queama	Docker River	7	7
Vicky Jingo	Mutitjulu	6	7
Jeffrey Mumu	Imanpa	7	7
Kathy Luckey	Imanpa	7	7
Sam Osborne	Educator, UniSA	7	7
Malya Teamay	Mutitjulu	7	7
Neil McLeod	Finance Independent	6	7

Staff

The following people worked at the College in 2019:

Academic

Gay Anderson	Jenny Groves	Lance Rumley
Julie Beer	Ted Guzowski	Ashlee Speirs
Sonia Blaskovic	Ray Ireland	Kim Stevenson
Jill Catto	Talit Paul	David Ward
Rosa Della Torre	Stewart Rhodes	Georgina Wilson
Tim Dunning	Hayley Rochford	Sarah Yates

Non-teaching staff

Vivienne Andrew*	Vanessa Andrew*	Coralie Boyd
Ricky Boston	Dylan Breen*	Loretta Carroll*
Virginia Connolly*	Yoanna Connolly*	Millie Coulthard*

Tiara DeRose*	Barbara DeRose*	Priscilla DeRose*
Claudia DeRose*	Beverly Edimintja*	Maria Edimintja*
Elsie Edimintja*	Tanya Fleer	Carolyne Ginger*
Miriam Jingo*	Virginia Kulitja *	Kirsten Kulitja*
Robin Kunia*	Rosina Kunia*	Marjory Mathiha
Susan Mitchell*	Winsome Newberry*	Alison Norman*
Kirk O'Meara-Presley*	Jill Paterson	Tatiana Paul
Dwain Phyllis*	Gayle Smith	Thippawan (Coco) Srijam
Roselda Teamay*	Anthony Watson	Keshalia Wirri*
Kayan Wong	Sonia Wongaway*	

During the year a total of 28 Anangu Community people (*) were employed in a number of capacities in the school's campuses – classroom support, cultural advice and support, cleaning, one-to-one student support, meal preparation, grounds. The College now has a bank of local people which it can call upon for specialized support in the school's programs

Staff professional engagement

TEACHING STAFF

Retention/Appointments

New Staff Appointed	9
Retired/retrenched	0
Resignation or moved to other positions	6
Contracts completed	0

Qualifications of Academic Staff

Number of Staff with Degrees	13
Number of Staff with Honours	1
Number of Staff with Masters	3
Number of Staff with PhDs	1

Staff Professional Learning

In 2019 all staff (both teaching and non-teaching) participated in professional development. The College provided a wide range of professional learning. These included, four-wheel drive courses, first aid and College wide Curriculum development skills.

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 30 hours of professional learning on-site in 2019.

In 2019, the College spent \$28 542 on staff professional development.

Student Body

Over 149 students attended the College at some stage during 2019. At the annual census 75 students were enrolled (43 secondary, 32 primary). All students reside in the communities of Docker River, Imanpa and Mutitjulu, and almost all 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.

NAPLAN

The College actively encourages all eligible students to participate in NAPLAN testing, as is required of all schools. In 2019, 29 students were eligible to sit NAPLAN and 13 students participated in NAPLAN from Years 3 – 9, compared to 16 students in 2018, 26 students in 2017, 21 students in 2016 and 15 students in 2015.

Facilities

Generally, the College's facilities across the three campuses are in good repair and no major repair or Maintenance works are forecast to be required in the next few years.

Two new teacher accommodation units will be built at Docker River in 2018, coming into use in 2019 will give the College enough capacity to house teachers in all communities. This project was funded through the BGA scheme.

Construction of vehicle shelters and wash-bay for the College vehicle fleet when based at Yulara was completed during autumn 2019 and operational in the second half of 2019.

Highlights 2019

In 2018 a considerable effort, from Directors and Community families through their artists, produced the outstanding painting hanging in the foyer area in the Yulara Headquarters of the College. This major cultural artefact is the impetus for our strategic development. In 2019 the College constructed a Strategic plan for operation from 2020. This plan is to guide the development across the campuses, to fulfil the aims from the painting and preceding foundational discussions.

During the development and construction of the College's strategic plan there was an opportunity to look at current achievements and assess what has worked and what will work. Also, an opportunity to look at developing College wide culture of high expectations and positivity around some of the key principals espoused by the Communities as direction and outcomes for their children.

The process of examination has allowed the development of a whole of College approach to curriculum, to allow for real engagement and real pathways to employment and then enterprise. The three Es (Education, Employment and Enterprise) have been the backbone of the College from inception to current day.

Strong engagement and work with key bodies like Empowered Communities, Anangu Employment and some partner organisations like Voyages have allowed a broader but unified understanding of factors contributing to enablement and empowerment around employment. The College has been ideal positioned to contribute and trial components of the joint developments during 2019.

In 2019, the College was able to engage bodies of students in opportunities to engage in real learning at the practical and functional level around hospitality. The students from Docker River campus and the Yulara campus being able to participate in courses around their interests and at a level that would inspire and motivate; at the same time, broaden horizons in a positive frame.

Students from Yulara travelled with local staff and their teacher to Darwin to undertake a vocation course in Coffee making. Students would complete a program to become a Barista. This is a great start point in the Hospitality industry and a very sought-after set of skills and eminently transferable across many environments. This program was a huge success in so many areas. The students enjoyed the experience retuning from Darwin with a different appreciation of the world and a “can do” attitude. The age of these Yulara students prevents them for direct access to the workplace, however, this experience has proved and real confidence builder. There have been many incidental learning experiences and exposures that will shape the development and understanding of these students. It was a huge success at so many levels.

Across term 3 and 4 Docker River secondary students were able to have a similar experience with access to the Trade Training Centre at Umuwa. Initially planned as two visits across term 3, our students made great progress and were able to fit in shorter visit in term 4. The result was that several students and some local staff were able to complete their Certificate 1 in hospitality and graduate. This was a real highlight of the year.

The College works with many partner organisations and in 2019 we were able to commence some work with CAAMA radio based in Alice Springs. CAAMA has a major role in the Regional broadcasting process and Imanpa Community hosts a regular remote broadcast spot in the CAAMA network. Students from Imanpa were able to visit the studios and facilities of CAAMA radio in Alice Springs and gain a first-hand understanding of the Broadcasting industry. Right down to the production of a number of shout outs from students. These are still used as part of CAAMA’s connections to remote communities with our students featuring in the shout-outs.

The development of sound foundations around pathways for employment has been further enhanced through ongoing relationships with Empowered Communities, Anangu Employment and Voyages. This has allowed higher level work with Department of Education NT to access the Department’s Registered Training Organisation (RTO) and look to commence

curriculum structured around the roadmap being developed by Empowered Communities and the training options around the RTO and Employment Pathways. It is the College's intention to combine the outputs of these varied partners, to tune outcomes for our students in 2020. We are planning to have Employment Pathways operational and to utilise some of the other work by the Department around courses in Developing Independence in our 2020 offerings. The future is becoming more focused on definable pathways for our students that can be adapted to suit their strengths and interests. Community interest and involvement in this direction has been developing across 2019 and will strengthen in the future. The College's plans and outcomes in developing future employment are more closely aligned with the outcomes being sought by the Communities that we serve.

As the College consolidates its curriculum and teaching around whole School approaches and focus more deliberately on the aims and wishes of our communities, we will expand our involvement in "on country learning". A focus for 2020 will be to develop a coherent plan to expand opportunities in this area. Support for this development has been forth coming from the Mutitjulu Foundation through the awarding of a significant grant (upwards of \$60 000) to facilitate the integration of this type of learning across the College's curriculum. We are highly appreciative of the Mutitjulu Foundation's support for this key area of future development.

Students and Staff had been exposed to some forms of enterprise in their experiences across the first part of 2019. The curriculum for second half of the year had opportunities to access some authentic learning and enterprise was clearly an option. Two significant projects evolved with a café experience built from the ground up was operated on a couple of occasions. This had exceptional buy in and wonderful whole school outcomes. Another student group embarked on enterprise with the support of their teacher and partner groups (Walkatjara Gallery and Voyages). The culminating authentic activity was a public art sale in the Town square at Yulara. Both of these ventures gave students a taste of enterprise and both were a resounding success. There will be more opportunities to move in the enterprise space and with increased confidence and awareness. Students will be looking forward to 2020 for an enhanced enterprise experience.

The establishment of a culture of regularity and certainty in the campuses of the College during 2019 has been a highlight. The increased focus on acquisition of Literacy and Numeracy as requirement for employment has been key in moving forward. The College will benefit through increased levels of staff stability and stronger relationships with students, their families and communities. The strength of the community connection will assist in approaching the sustainable outcomes for students and communities. The development of a stable and durable foundation in these areas in 2019 will be a strength for our plans for 2020. The College looks forward to meeting more of the aspirations and outcomes of its students and communities in 2020 after committing heavily in 2019.

Overview

In 1997, Anangu decided that a secondary college was required in order to give secondary-aged children an opportunity to continue with their education without leaving their home communities. As we acknowledge more than twenty years of Nyangatjatjara College educating Anangu students we continue to do our best to keep faith with the people who have gone before us in setting up the College and educating children.

The leadership of Nyangatjatjara College is highly aware that the education we provide for children must match the priorities of Anangu. We have learned over recent years that the only way to gain a deep and authentic understanding of Anangu's thoughts in this area is to work in a structured and profound way using language interpreters and asking the right questions. The reiterating of the three Es (Education, Employment and Enterprise) in our direction as foundations gives clear and concise direction. The artwork provides an authenticity to our planning and makes the vision clear.

We as educators have a better understanding of what community members truly want and expect. Our challenge is to meet those expectations and expressed preferences of families and senior community members, a task that we continue to undertake in a consultative and collective manner.

Our school continues to work hard in the key areas of literacy and numeracy, as well as prioritising learning on country and creating links to the world of employment. Anangu have made clear that they want pathways for young people to work in real jobs, in and around their own communities. To this end we continue to look at training and work experience opportunities in areas such as ranger work and land management, hospitality, swimming pool supervision, education, health and tourism – industry sectors that predominate in remote communities.

The College has made some significant achievements in recent years, and there is confidence that the College will continue to deliver a quality education for our students into the future as we enter a new phase of the College's development.



Mike Tucker
CEO/Principal