SCHOOL CONTEXT STATEMENT

School number: 1717

School name: Watarru Anangu School

1. General information

Part A

<table>
<thead>
<tr>
<th>School name</th>
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<tr>
<td>School No</td>
<td>1717</td>
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<tr>
<td>Principal</td>
<td>Ms Beth Handy</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PMB 204 Watarru, Via Alice Springs NT 0872</td>
</tr>
<tr>
<td>Phone No</td>
<td>08 8956 7881</td>
</tr>
<tr>
<td>Fax no</td>
<td>08 8956 2820</td>
</tr>
<tr>
<td>School Email</td>
<td><a href="mailto:info@watarru.sa.edu.au">info@watarru.sa.edu.au</a></td>
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|       | Total     | 13   | 17   | 19   | 24   |
Part B

Principal’s Name
Elizabeth Handy

School E-mail Address
info@watarru.sa.edu.au

Staffing Numbers
In 2009 Watarru Anangu School has teaching staff comprising:
- 1 Principal
- 2 Teachers
- 2 AEW’s

Enrolment Trends
Currently 24 students enrolled. As a result of family movements between communities enrolment this year is down.

Special Arrangements
Council has approved early dismissal on Wednesdays to allow all staff to attend weekly staff meetings and planning sessions.

Year of Opening
Watarru Anangu School was originally an annex of Pipalyatjara Anangu School, 140km north and has more recently become a school in its own right.

2. Students (and their welfare)

General Characteristics
The majority of students are Anangu and their first language is Pitjantjatjara as this is usually the language spoken at home. The students are only introduced to English when they start school.

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 their home communities.

The Anangu people tend to live in large family groups within Watarru Anangu Community or on their Homelands.

Pastoral Care Programs
Relationships between the students and their teachers are very important. This relationship is facilitated and supported by AEWs and the Anangu Coordinator, who is the Anangu Leader, in the School. All play a large role in student welfare and pastoral care.
Support Offered

Class numbers are small. Each room has sound field amplification systems to help with instruction due to hearing issues. As well as the class teacher there is also an AEW allocated to each class to assist both the teacher and student with understanding each other. A team approach is encouraged.

Watarru Anangu School receives support from Anangu Education Services. This support includes the Support Services Team, comprising Guidance Officer, Hearing Impairment Coordinator and Speech Pathologist who visit regularly to assist the Students with their health and well-being and Disability and Wellbeing Manager; Early Childhood Coordinator.

Student Management

Families are involved at every opportunity to help work through issues with individual students and rely heavily on support from Anangu members of staff. Consistent rules and expectations are talked about at community forums and at Assemblies. Extensive induction is provided at District level and at school level about inclusive student management issues.

Student Government

Student input occurs at Assemblies held weekly.

Special Programmes

Student nutrition is a focus and a breakfast program operates daily.

Cooking lessons also occur on a regular basis.

Classes participate in cultural awareness activities as part of SOSE and this can involve bush trips in the local area.

3. Key School Policies

Site Strategic Plan

Schools on the APY Lands operate under the umbrella of PYEC.

PYEC has a 3 Year Plan and the Aboriginal Lands District has a 3 Year Strategic Directions Objectives. These plans give direction to the individual site in developing their Site Plans. Watarru Anangu School has an Annual Plan that identifies school priorities.

Watarru Anangu School’s aim is to provide Anangu with the necessary skills, knowledge and experiences that will enable them to be self-determining in both Anangu and non-Anangu cultural contexts. This means we must strive to benefit all Anangu who attend and work at our school.

Current priorities include:
Recent Key Outcomes

The achievement of a school independent of Pipalyatjara, with its own Principal and decision making structure has seen an improvement in both student attendance and student reading levels across the school.

4. Curriculum

Subject Offerings

Curriculum areas are coordinated between Anangu Schools and are based on SACSA frameworks.

Watarru Anangu School delivers Accelerated Literacy as the mandated literacy framework. Numeracy incorporates a hands-on approach and Maths 300 and Mathletics are well resourced.

Students are taught Pitjantjatjara reading and writing by AEWs and the Anangu Coordinator. The Anangu Coordinator also works with AEWs and the students on the Keeping Safe Program (Child Protection Curriculum).

Special Needs

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

Significant numbers of students suffer intermittent hearing loss (Otitis Media). All classes from Reception to Upper Primary are fitted with Soundfield Amplification Systems.

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

Special Curriculum Features

Teachers and AEW's work as a team. Children predominately speak English as a Second Language (English is sometimes referred to as a foreign language). For this reason teaching methodology must be explicit with a strong ESL focus. Literacy and Numeracy are a continuing priority for our school. Teaching focuses on ESL methodologies, Accelerated Literacy and ESL Scope and Scales is used as a writing assessment tool.

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

**Assessment Procedures and Reporting**

Reporting to families is done both informally on a needs basis and during term 2 and term 4 in written form. Family vests are encouraged on a regular basis.

**Joint Programmes**

The Wiltja Secondary Program (based at Woodville High School) offers metropolitan High School opportunities for Anängu Students. This program is available to students from Watarru Anängu School.

5. **Sporting Activities**

Our Students develop a strong sense of self 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-Land Sports Day and Dance competition. Daily fitness is encouraged with all classes.

Watarru students also participate in SAPSASA football and softball.

6. **Other Co-Curricular Activities**

**General**

Liaison with Nganampa Health and Community Elders

**Special**

Provision for AnTEP (Anängu Teacher Education Program) studies through University of SA with on site tutor.

7. **Staff (and their welfare)**

**Staff Profile**

Currently staff comprises both contract and permanent teachers with a balance in terms of age and experience. A supporting and development Performance Management Strategy exists, including a strong induction program for all new staff members. A strong collaborative relationship exists between all schools within the District and also Wiltja Residential Program and Wiltja Secondary Program.

**Leadership Structure**

Principal, Anängu Coordinator and Coordinators provide leadership. All staff participate in decision making at all levels.
Staff Support Systems

New staff are required to attend an Induction Program at District level guiding them through a variety of topics from an Introduction to Anangu Cultural to 4WD training over an 8 day period.

In order to maximise communication, staff are all involved in regular staff meetings as well as meetings pertaining to their particular area of expertise. These meetings may also involve other schools within the District.

Training and Development opportunities are continuously being offered.

Personnel Counselling is available from a Counsellor who visits the schools on a regular basis. The Counsellor is also available in emergency situations.

Performance Management

Performance Management Plans are developed and implemented throughout the year according to DECS Performance Management Guidelines.

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.

Access to Support Services 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 are available to case manage individual students.

8. Incentives, support and award conditions for Staff

Special Class Allowance

Locality Allowances are paid to all teachers, as per the Commissioners Standards Guidelines 3.2, who teach more than 0.4 time. Additional amounts are available for spouse and children.

A Zone 5 Country Incentive 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 are allowed two travel days at the beginning and end of each school term.
Housing Assistance
Housing is comfortable, air-conditioned and fullyfurnished. DECS subsidises rent, gas, electricity and water. DECS also subsidises storage costs incurred whilst employed at Watarru Anangu School.

Cooling for School Buildings
All classrooms and offices in the school are air-conditioned.

Designated Schools Benefits
With the approval of the District Director, teachers may receive a terms paid study leave, after a minimum of two years service, with one year being a permanent placement.

Medical Expenses
Hepatitis B immunisations are available upon request and free of charge.

Medical and Dental treatment – emergency treatment is supplied by the local Clinic. All other treatment can be accessed through the Non-Metropolitan Award.

Relocation Assistance
DECS pays for removals to and from the appointment.

Principal’s Telephone Costs
DECS pays for line rental on home telephone. The call costs are charged back to the School and any personal calls are to be then reimbursed by the Principal to the School.

9. School Facilities

Buildings and Grounds
One main building which consists of two teaching areas, a kitchen, computer room and staff area. The school has a recently resourced library located in a second building.

Cooling
Evaporative in main building and refrigerated in library building.

Specialist Facilities
Kitchen area is used by students for breakfast program and cooking lessons.

Student Facilities
Hard court area and playground is currently under construction,

Staff Facilities
A staff preparation area with access to computers.
Access for Students and Staff with Disabilities
The school has ramp access for classrooms and toilet facilities.

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 DECS policy on community involvement in schools, this movement was formalised in an agreement between Anangu Education Services (AES), the Minister for Education, Pitjantjatjara Yankunytjatjara Education Committee (PYEC) and the Communities that PYEC represents. Each Anangu School Community has representatives who serve on the PYEC. It meets regularly with the Aboriginal Lands District Director, Coordinating Principal and Principals to make determinations related to policy and curriculum matters associated with education across the APY Lands.

Watarru Anangu School encourages the democratic process of decision making. School Staff and Governing Council participation is strongly encouraged, within a democratic environment, as they are major decision making bodies. The Annual Plan and Budget are made available to all staff. Staff can take issues or concerns to Personnel Advisory Committee for action.

Regular Publications
There is a Weekly Bulletin from the Principal.

Other Communication
A daily communication book is available for communication between parents/caregivers and teachers.

School Financial Position
The school is well resourced and is in a sound financial position.

Special Funding
Disadvantages schools funding is available.

11. Local Community

General Characteristics
Watarru is an Anangu Community on the Pitjantjatjara Lands, adjacent to Mt Lindsay in the Great Victoria Desert.

Parent and Community Involvement
Watarru is made up of several family groups who are very supportive of the school and see it as an integral and important part of their community. Families appreciate being involved in school operations including cultural
activates, bush trips as well as assemblies and open days are encouraged to visit the school by staff.

**Other Local Facilities**

The local store is provided with fresh produce by road train once a fortnight, a local workshop provides limited services.

The health clinic staff visit on a weekly basis.

**Availability of Staff Housing**

Watarru has one two bedroom and one three bedroom duplex. The three bedroom duplex is designated share housing and teaching staff may be required to share. The housing is high quality, furnished, air-conditioned and secure. Housing is rent free.

**Accessibility**

Entry to Pitjantjatjara Yankunytjatjara Lands is by permit only. All roads are unsealed and vary in condition but can be very rough in parts. Watarru is the most western community and requires travel of 700km over dirt roads the last part being a track.

**Local Government Body**

Each community has its own governing council with elected members.

**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.

Over the years there has been a steadily developing trend for Anangu to seek greater involvement in school issues and policy/curriculum directions. At the request of Anangu this movement was formalised in an agreement with the Minister of Education, Anangu Education Services and Pitjantjatjara Yankunytjatjara Education Committee (PYEC).

Individual communities and their Governing Councils have a strong 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.

Each community also has representatives who serve on the PYEC. This body meet regularly to make determinations related to policy and curriculum matters associated with education across the APY Lands.
The Anangu Education Services office located in Adelaide and Ernabella, led by the District Director, provides administrative, financial and curriculum support and training and development facilities.

Teaching at Watarru Anangu School is more of a lifestyle than just a job. Being part of a small staff and living in a remote location with few of the normal support structures is a challenge. The experience can also be unique and one never to be forgotten and teachers who have worked in Anangu schools often claim that the experience

- Offered a fantastic opportunity to live in, mix with and learn about an Aboriginal culture
- Stimulated strong personal and professional development
- Encouraged the formation of close relationships and friendships with both community members and colleagues.