

Ninti Pulka
Smart and strong
2018

SCHOOL REPORT

Vision

Tjuntjuntjara Remote Community School will be recognised as a centre of educational excellence, playing a key role in Closing the Gap in Indigenous life outcomes and working in partnership with the local community to support and maintain local knowledge and culture.

OUR COMMUNITY

Tjuntjuntjara is located in the Great Victoria Desert close to the border of South Australia and north of the Nullarbor Plain. It is considered to be one of the most remote communities in Australia.

The people of Tjuntjuntjara, known as the Spinifex People, have lived in the Great Victorian Desert since long before European settlement, and the Spinifex families of Tjuntjuntjara go back at least 600 generations. During the 1950s, when the Maralinga atomic testing was carried out, people were moved away from their homelands. The 1980s saw a community initiated movement back to the homelands so that people could follow a traditional lifestyle and maintain their cultural identity and values, and the community of Tjuntjuntjara was established. In 2014 Tjuntjuntjara celebrated 25 Years as an incorporated community.

OUR SCHOOL

The school was started independently by the community in 1997. In 1998 the Department of Education and Training made it an annexe of Yintarri Remote Primary School in Coonana, approx. 500 km to the south-east. With increased numbers of students attending school in Tjuntjuntjara, it officially became a new school from the beginning of 2008. The school has a strong focus on working in partnership with

the community. We cater for students from K – 12 and support a 0-4 Playgroup four times a week.

PRINCIPAL'S MESSAGE

2018 for Tjuntjuntjara Remote Community School has been a year working towards improving the learning program and student outcomes based on the Community Education Agreement that now has the addition of stated school community values. It was a year where children were involved in some quite amazing learning activities in Spinifex Country and in the wider world outside of Spinifex Country. The school community combines with families, friends, the Education Department, and other agencies who have worked together to support Tjuntjuntjara students. The school has had support from the local agencies such as the Spinifex Rangers, Community Office, Store, Women's Centre, the Clinic, Community Resource Centre, the Mechanic, the Art Centre, and the youth workers. Outside of our community we have had support from Anglo Gold Ashanti, The Indigenous Literacy Foundation, Schools Plus, Menzies Shire, Notre Dame University, Cecil Andrews Senior High School, and the Kalgoorlie Schools Network.

The core of the school's activity is the focus on improving student achievement and success in their learning across the curriculum. The Letters and Sounds Program continued as the cornerstone to the literacy programme. Aligned with the Dandelion Reading Series, it has continued to support the literacy programme that has a capacity to provide positive improvement for students. A clear goal of all students completing letters and sounds by the end of year 3 was established. The "Talk for Writing" program is continuing as a focus and we continue to work with the Dyslexia Speld Foundation to improve the outcomes for children and increase teacher capacity. The focus for 2018 in numeracy had a specific focus on number as the cornerstone of the program. The use of Nelson Maths as the base program for classrooms has continued. There has been a focus on special awareness and use of concrete material in learning.

2018 saw the continued focus on maintaining Individual Educational Programs (IEPs) for each student as part of a comprehensive record file maintained for each child based on whole school testing each semester. The comprehensive nature of the IEPs is significant as the school pursues improved outcomes. IEP's are reviewed at the end of term 1 and term 3.

To support the data input into the IEP's the school has continued with a whole school testing process to maintain an overview of student achievement with a focus on numeracy and literacy. In addition to this classrooms implemented data walls indicating student achievement that children can follow.

The school has continued to be active in improving the physical attributes of the school grounds and buildings that support the learning program and the wellbeing of students. There was a citrus grove planted by the younger children, the installation of an outdoor play kitchen and rock art installations completed by children.

In 2013 the school community achieved the completion of a School Community Partnership Agreement. In 2014 an action plan based on this has provided a positive guide and direction for the school's operation and development. In 2018 the Community Partnership Agreement was reviewed and core school community values added to enhance the understanding of the agreements foundation.

In 2018 the school community was challenged by the complete renovation and the building of new houses across the community, the installation of a community wide water system, the building of a new Old Peoples Centre, completion of extensions to the Community Resource Centre, the building of a transition camp and the building of a workers camp. There was constant disruption to families and the community generally. In addition to this there were a significant number of funerals in community and in other places that caused significant disruption to the school community and children's

learning. It made 2018 a very disrupted and demanding year for the whole school community.

LEARNING & TEACHING

Maintaining traditional culture whilst preparing children for a rapidly changing world is a key community priority and we work closely with the community to support this. We offer a broad curriculum with a strong focus on literacy and numeracy. In 2018 we consolidated the Two Way Science learning on country program that has become the third focus curriculum area.

The constant theme is “Respect and Learning” as we strive to provide a stimulating and engaging program that encourages learning every day in an environment that is safe, enjoyable, and based on high expectations. In 2018 the children wrote a welcome to country and a daily statement about who we are. This has a focus on their identity and the need to do their best and to work together to build a strong school and community.

The learning program is based on the need for children to learn two ways, Pitjantjatjara and English. As a school we support the retention of culture and language with community support while also maintaining a focus on the learning of English literacy, numeracy, Two Way Science and the integration of broader curriculum into the learning program.

In 2018 the school engaged in regular cultural collaborative learning sessions led by the Local Ranger Program the women’s centre and elders in support of the agreed focus in the School Community Agreement. This included the consolidation of a “Two Way Science” initiative in conjunction with Science Path Ways and the CSIRO with funding from the Schools Plus Teaching Fellowship awarded to the school. Here the Spinifex Rangers and the school work together to utilize the traditional science knowledge and skills as a basis for further western science learning. Highlights included two trips with

the community to Ilkurlka in the heart of Spinifex Country and a weeklong community camp where children shared time with families on country.

Children continued to develop basic skills of trip preparation and organisation, skills with the zoom cameras, use of binoculars and cooking equipment.

STUDENT ACHIEVEMENT

The reality is that Tjuntjuntjara children have low achievement levels in numeracy and literacy when compared to the national benchmarks, although they do have outstanding knowledge of their country and their environment and can speak two languages and often more. The low attainment in numeracy and literacy is supported by the evidence of NAPLAN results, teacher assessment, and the position students have on ESL Progress Maps and National Curriculum Achievement Standards in numeracy.

In 2018 the school has continued to see direct improvement in standards by children in the classroom programs based on classroom assessment specifically in numeracy and literacy. This is yet to be at a level that can be clearly defined in NAPLAN results. This improvement is confirmed by the whole school testing process.

Classroom records indicate an increased learning in science of both knowledge and skills included both traditional and western science knowledge.

The changeover and capacity of staff continues to have a restrictive impact on children's learning.

NAPLAN results and diagnostic testing confirm teacher judgement that the majority of our students are performing at a level that is below national benchmarks in both literacy & numeracy.

Whilst the children face the challenges of English as a second language the issues of high student transiency, children's own learning expectations and a high level of classroom disruption due to

children's behaviour continue to have a negative impact on student outcomes. The community activity including the extensive building program in 2018 directly impacted on the day to day happiness and learning of children.

In 2018 the school implemented a Mindfulness program to calm and focus children more on their learning. This is an ongoing process.

ATTENDANCE

Attendance continues to be an issue that relates directly to student outcomes.

To the community's credit the majority (approximately 90%) of children who are in the community at any time continue attend school on a regular basis. This traditional support for children is being challenged with changes in community and conflict.

The major issue continues to be the movement of children between communities and the lack of continuity it causes in their learning and the increased disruption in classrooms as children re-enter the classroom.

ATTITUDES, BEHAVIOUR AND EFFORT

A big effort continues to be made to address the standards of behaviour in the school. We continue to work to minimise this activity in the classroom and in the playground through intervention and supporting anti-bullying programs in collaboration with families and the general community. Anecdotal evidence tells us that improvement is evident amidst highs and lows that are evident. This was again a continuing focus in 2018. The changeover of staff has a negative impact on the operation of the school and classroom routines.

In 2018, we have provided a significant number of positive programs outside the regular program that support a positive approach to learning and provide success and enjoyment for students as well as engaging family and community.

The implementation of the mindfulness program utilizing the “Smiling Minds” program continues working towards better focussed students and a calmer school.

School Priorities for 2018

- Quality teaching and learning in numeracy, literacy and science.

This has included the ongoing maintenance of the Letters and Sounds program and Talk4Writng.

- Engagement of families and community in children’s schooling and learning through Two Way Science and on Country activity.

The school community has maintained home visits, school open days, engaging families in bush trips and school activities, school meetings, consultation meetings on specific projects, and the engagement of families in school trips outside of Tjuntjuntjara. The school has reported formally to the Community Board during the year on the schools operation and progress.

- Community Partnerships

In 2013 the completion a School Community Agreement was significant. In 2014 an action plan was developed in response to this agreement that provided a focus for the school’s operation and development. In 2018 the community were engaged in the review of the agreement. Community are engaged on a regular basis in the school’s activities including end of term Open days, Sports days, School community meetings, excursions, camps, decision making meetings, celebration days, and shared activities with other agencies. Community supported activity during the Notre Dame “Service Immersion Camp” where the pre-service teachers worked in classrooms and completed painting of school toilets. In addition to this the group painted the main supports at the Ilkurlka Roadhouse and oiled the decking.

The daily Health Checks in collaboration with the Clinic for the junior class have continued though restricted by changing health staff.

The school continues to strive to employ local community members in the school. In 2018 this has mainly been on a casual basis. This has had mixed success due to family and cultural commitments and the school's capacity to manage the changing workforce and circumstance. The employment process also restricts the employment of local people. What is always evident is that when we have a strong community presence in the school it is a more effective and enjoyable place for students and staff. This is an ongoing issue which needs ongoing specific attention again in 2019.

- Early Childhood Education

In 2018 there has been the regular operation of Tjitji Kulunpa (Play Group) four days a week consisting of four sessions at the school and follow up sessions at the women's centre. This continues to have a significant impact on the engagement of 0-4 year olds in their early development. The strength of this program comes from families engaging with their children. Anecdotally we believe we are now seeing the benefits of this program in classrooms as children move into formal schooling.

- Retention and Participation

The priority focus here has been on the provision of programs in the classroom and across the school that provide for success for the students across the curriculum. We work on making the school a great place to be. There is a specific focus on Numeracy with a focus on number as the cornerstone for student numeracy learning. In 2018 we have been discussing the role of extrinsic motivation versus intrinsic motivation to learn. This is an ongoing process with a limited focus on extrinsic rewards.

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Additional and ongoing programs and activities that directly support children in their engagement at school:

- Bike riding.
- Community based camps.
- Youth worker initiatives.
- Indigenous Literacy Foundation support and activity. - Making and printing school reading books.
- Spinifex Interschool Sports in Tjuntjuntjara.
- Breakfast Program.
- Morning Tea Program with parents cooking two days a week.
- School Based Punu (Wood) Project and the continued development of a "Sea Container" workshop.
- School garden ongoing development and operation.
- Daily Health checks.
- Development of an on country equipment sea container storage space.
- Community Radio Show activity.
- After recess whole school guided reading with ILF book boxes.
- Notre Dame Service Immersion Unit Student Visit and activities. A continuing highlight for the school community and the visitors.
- Book Club.
- Band.
- Ranger days and on country learning with a focus on Science.
- Holiday Youth Programs.
- Dentist Visits.
- Trachoma Program Support
- Friday as a learning on country day with science as a focus. –
- Keyboard lessons.
- Ongoing collaboration with Cecil Andrews SHS with a focus on STEM development in Tjuntjuntjara.
- Engagement in the First Lego Competition with the students making the state finals in Perth.

Conclusion

2018 maintained a focus on the classroom program as its core business. The students and the school community have been challenged by the community issues and changes. The relationships between school and community and provided positive learning opportunities for students with a highlight being on country learning and two way science are the strong base we continue to work from.

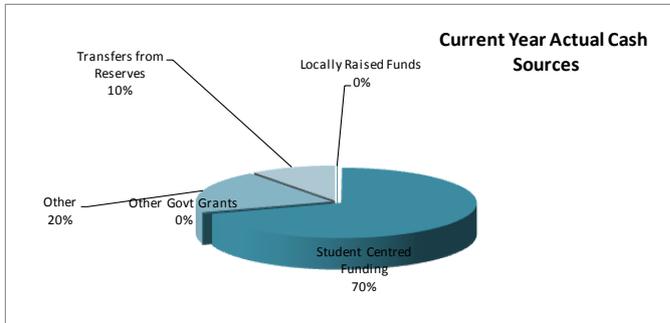
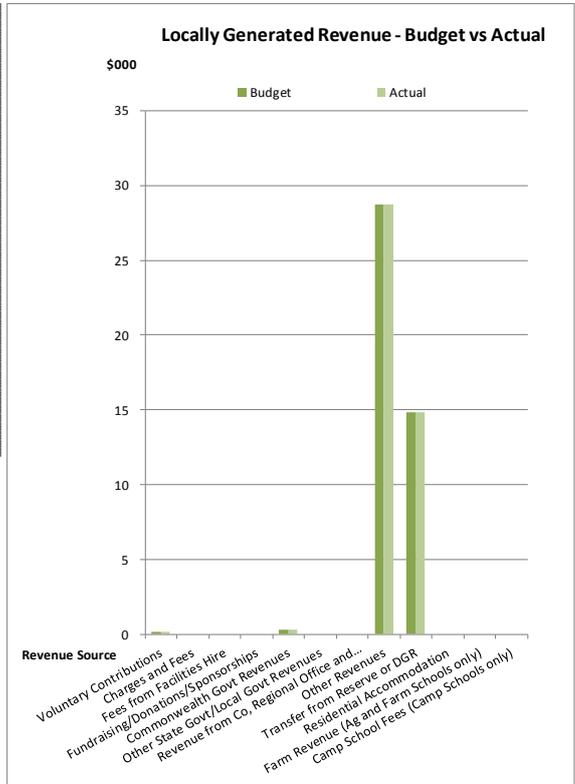
There has been a continued focus on student learning with the consolidation of IEP's for all students in the whole School Assessment process. There has again been significant positive development in the physical appearance and maintenance of the school that makes it a more positive place to be for staff, students, and community. Specifically the Notre Dame visit and the painting of the school toilets, the review of the School Community Agreement, the Spinifex Writers Camp, engaging with Cecil Andrews SHS supporting a STEM Program and the First Lego Competition, and the regular engagement of specialize support for staff and the overall student program have been highlights of the year.

2019 we will have a focus on the curriculum areas of numeracy, literacy and Two Way Science and consolidating the overall school learning program in the classroom with an ongoing focus on individual planning and monitoring of students.

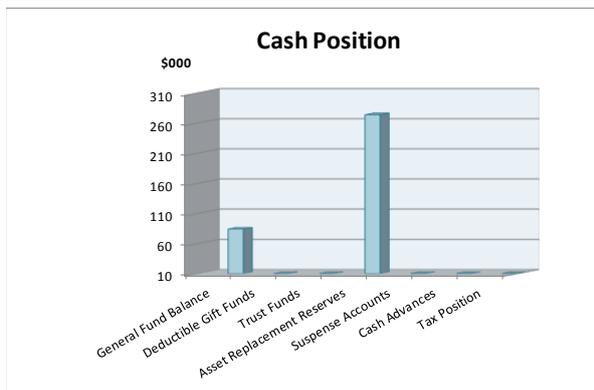
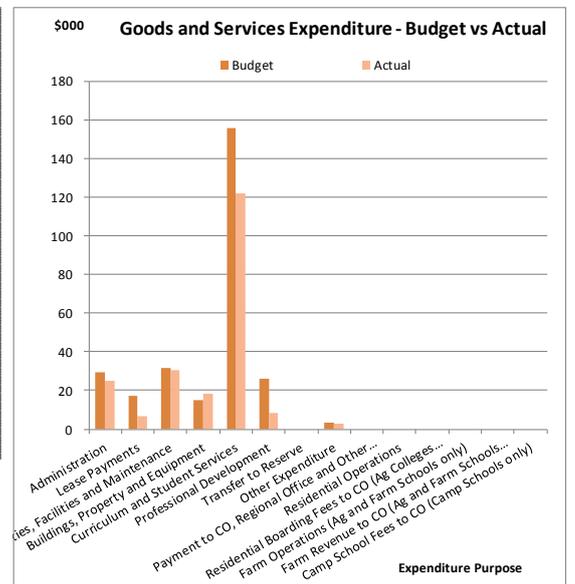
As a school community there are increased challenges faced in providing positive learning for children and continuing to work towards improvement. The need to improve student engagement and successful learning is still present. The school will continue to strive to provide success for children in this unique and challenging context and build on the knowledge and support are school community provides.

Tjuntjuntjara Remote Community School
Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 156.00	\$ 156.00
2	Charges and Fees	\$ -	\$ -
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ -	\$ -
5	Commonwealth Govt Revenues	\$ 278.00	\$ 277.95
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 28,749.43	\$ 28,749.18
9	Transfer from Reserve or DGR	\$ 14,871.00	\$ 14,871.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 44,054.43	\$ 44,054.13
Opening Balance		\$ 150,781.00	\$ 150,780.67
Student Centred Funding		\$ 101,945.93	\$ 101,945.93
Total Cash Funds Available		\$ 296,781.36	\$ 296,780.73
Total Salary Allocation		\$ 1,200,689.00	\$ 1,200,689.00
Total Funds Available		\$ 1,497,470.36	\$ 1,497,469.73



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 29,207.00	\$ 24,692.74
2	Lease Payments	\$ 17,000.00	\$ 6,647.97
3	Utilities, Facilities and Maintenance	\$ 31,320.00	\$ 30,653.33
4	Buildings, Property and Equipment	\$ 14,871.00	\$ 18,083.60
5	Curriculum and Student Services	\$ 155,863.64	\$ 121,597.02
6	Professional Development	\$ 26,000.00	\$ 8,146.85
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,505.00	\$ 3,000.84
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 277,766.64	\$ 212,822.35
Total Forecast Salary Expenditure		\$ 662,334.00	\$ 662,334.00
Total Expenditure		\$ 940,100.64	\$ 875,156.35
Cash Budget Variance		\$ 19,014.72	



Cash Position as at:	
Bank Balance	\$ 355,837.14
Made up of:	\$ -
1 General Fund Balance	\$ 83,958.38
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 273,687.71
5 Suspense Accounts	\$ -
6 Cash Advances	\$ -
7 Tax Position	\$ 1,808.95
Total Bank Balance	\$ 355,837.14