



STRELLEY COMMUNITY SCHOOL - 2014 ANNUAL REPORT

The Australian Commonwealth Government requires the school to report on the following items as part of its accountability to the Department of Education (DoE) and most importantly, as part of its accountability to the Strelley Community School Community- School Contextual Information – Student Body Characteristics; Teachers standards and Qualifications; Staff Composition; Student Attendance; Absenteeism and how it is managed; Senior Secondary Outcomes; Parent, student and teacher satisfaction with the school; Student outcomes in Standardised National Literacy and Numeracy Assessments (NAPLAN) and School Income broken down by funding Source.

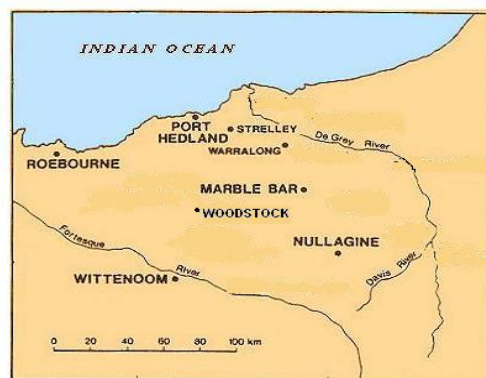
School Contextual Information – Student Body Characteristics:

History:

Established in 1976, Strelley Community School is the oldest continually operational Independent Aboriginal Community School in Australia. The school operates under the auspices of the Nomads Charitable and Educational Foundation. The first of 13 Aboriginal Independent schools currently operating in WA, Strelley has over the years supported numerous small out-stations based on its main campus Strelley and more recently Warralong Station. The school was founded on the principle of community control and a strong commitment to cultural maintenance.

Physical Setting:

Strelley Community School is a remote Indigenous school situated in the Pilbara region of Western Australia. The school is currently operating two campuses, one being at the Warralong Community, 160km south-east of Port Hedland between the De Grey and Shaw Rivers and the other being at the Strelley Community, 60km east of Port Hedland.



Students: 2014 Enrolments :

Student Enrolments at the time of the August 2014 State and Federal Census were:

Year level	Number of students		Whole School Total
	Strelley	Warralong	
Kindergarten	2	4	6
Pre-Primary	1	4	5
Year 1	1	7	8
Year 2	0	1	1
Year 3	2	2	4
Year 4	3	4	7
Year 5	2	7	9
Year 6	1	5	6
Year 7	3	4	7
Primary TOTAL	12	30	42
Year 8	2	5	7
Year 9	1	8	9
Year 10	1	5	6
Year 11	1	2	3
Year 12	0	3	3
Secondary TOTAL	5	23	28
WHOLE SCHOOL	20	61	81

The whole school census enrolment count of 81 students (K-Year 12), is an increase of 4 students in comparison to the 2013 August Census count total of 77 students.

At the time of the August 2014 Census Count, the school also had 5 **pre-kindergarten** students enrolled. As part of the 2013 Registration process, Strelley Community School was recognised as having Pre-Kindergarten programs in operation and consequently was granted registration for Pre-Kindergarten Students.

The Pre-Kindy students are **not funded** by federal and state governments. The onus is on the school to fund these students.

NCEF and the school are passionately committed to including pre-kindergarten students in the school and its academic programs to ensure the best possible start for these children's learning journey as this will promote formal schooling readiness and skills and make these children ready for big school.

Students Language and Cultural Background:

The students in Strelley Community School are all ESL learners, drawn from a language background that is predominantly Nyangumarta, with other Indigenous languages such as Warnman, Yindjibardi, Kariyara, Martu and Manyjiljara spoken by some members of the community.

The school heavily values, respects and promotes the cultural heritage of its students. Nyangumarta is the target language of the school's LOTE program and an extensive collection of Nyangumarta resources has been created and developed over the years by community members, Language specialists and Linguists for the teaching of language in the school.

Students with Disabilities:

A significant proportion of students in the school suffer from intermittent Otitis Media – Conductive Hearing Loss.

Regular screening of students by the Earbus Foundation in 2014 has seen that approximately 37% of all students in the school have been confirmed as having on-going or permanent hearing impairment. Late 2014, these students are now recognised as being a student with a hearing impairment disability by the state government education department through an application process overseen by AISWA. This application process also means that these students meet the SWD criteria requirements of the Federal Government Education Department too. Consequently, additional per-capita funding will be forthcoming in the New Year to assist the school in meeting these students educational and learning needs.

The Community:

High Community involvement is the key integral component of the Strelley Community School's continual success and is encouraged and promoted at all times.

Community involvement includes: membership of the School Governing Body and various School Committees; employment of Indigenous teaching staff and language specialists; and high level of consultation on all aspects of the day-to-day running of the school to ensure cultural appropriateness and to ensure community members are well informed on the education, behaviour and achievements of its students.

The school always maintains an “*open house*” policy whereby community members are welcome to the school at any time to discuss issues with teachers and to observe and participate in the lessons and activities of the school.

Formal opportunities are also made available for community members to be invited to the school. Such occasions include: professional learning workshops, reading of school reports; school assemblies and performances; meetings and visitors to the school; award presentations; and school BBQ's and celebrations.

Renewal of Registration:

Non-government schools in Western Australia are required to be registered by the WA Minister for Education. Once registered, schools must periodically apply to have their registration renewed. The renewal process is intended to verify for the Minister of Education that a school is satisfying the requirements of the School Education Act 1999 in providing a satisfactory standard of education and care to its students. The WA Department of Education Services (DES) carries out the renewal of registration process and provides a report and recommendations to the Minister. The renewal process involves a review of the operation and performance of the school by independent school reviewers.

In 2013, Strelley Community School underwent the registration renewal process and successfully demonstrated that it meets the minimum acceptable educational standards in terms of Governance and accountability; Student Learning; Curriculum; Level of Care; Financial Management; Staff and Management; Physical Environment; Enrolment and Attendance; Number of students; Time for Instruction; Complaints Management and Legal Compliance. Based on the report and recommendations presented by the independent reviewers of DES, the WA Minister for Education granted Strelley Community School registration for a further five years and is next due for registration renewal in 2018.

2014 therefore was the first year of our 5 year school registration period and it has proven to be another very busy and productive year.

It should be acknowledged that Strelley Community School, under the auspices of The Nomads Charitable and Educational Foundation, was one of only two schools to be granted with a 5 year registration period in 2013 by the WA Minister for Education. All other non-government schools that were reviewed in 2013 were granted with a lesser registration period.

This is a remarkable achievement for our school. The school and community should be very proud and draw strength from this achievement as it shows that the state government recognises the school's exemplary high level of:

- professionalism;
- educational program delivery, standards and outcomes
- community involvement
- governance
- administrative and financial management

Curriculum:

Australian Curriculum Implementation:

Strelley Community School has fully implemented Maths and English Australian Curriculum at all year levels. In 2014, History, Science and Geography Australian Curriculum content was also being incorporated in learning programs.

Early Years Learning Framework:

The Early Years Learning Framework informs all Early Years Learning programs.

National Quality Standards

The National Quality Standards (NQS) are a set of nationally consistent benchmarks for all early childhood education and care services and providers in Australia. They aim to inform and improve program quality and equity across the early years of schooling, and in turn, improve the educational outcomes for all Early Childhood aged children

The 2014 Department of Education Services' Non-Government Schools in Western Australia: Registration Standards and Requirements state that in 2014 all schools should be preparing for the implementation of the NQS in 2015.

A letter from the WA Minister for Education received in September 2014 reiterated this requirement but full implementation of NQS is now not mandated in WA until the commencement of 2016.

In 2014, NCEF and Strelley Community School has commenced its NQS implementation preparations by:

- conducting an internal audit (This was conducted by the school administrator in consultation with the principal and early childhood staff)
- Identifying areas of strength and weaknesses in Early Years learning programs.
- Preparing and presenting the Internal Audit report to the Principal and NCEF

The Internal Audit found that in most areas, the school is exceeding National Quality Standards.

In 2015, it is intended that a Quality Improvement Plan be developed which will address identified areas of weakness. Another internal audit will then take place in 2nd semester.

ICT

In order to actively participate in the 21st century, there is a heavy reliance on the use of ICT. Strelley Community School therefore places a high emphasis on integrating technology in the curriculum and the learning programs it offers at every year level. ICT is used in the school to create inspiring and engaging learning opportunities within and beyond the curriculum and aims to develop each individual's confidence to use new and changing technologies.

Strelley Community School now has a wealth of ICT resources:

- Interactive white boards in most classrooms
- 40 iPads
- National Broadband Network internet connection
- 60 laptops
- Data projectors
- Digital cameras and video cameras for still image and movie making
- Broadcasting technology to broadcast and communicate in a 5km of the Warralong Community.

There are continued pressures on the budget to keep technology within the school up-to-date. Funding obtained through partnerships with outside organisations such as BHP Billiton Iron Ore greatly assists in alleviating some of these financial pressures.

2014 also saw the Early Childhood teachers participate in a collaborative project with other non- Government AISWA schools. The project was facilitated by Jan Clark, (ICT consultant), at AISWA. The project focused on providing the skills and know-how for creating books on i-Pads within the classroom. This has been an immensely successful and rewarding project and it is the school's intention that the knowledge and expertise developed through this project will be extended into other year levels in 2015.

Nyangumarta and Maintenance of Cultural Identity

The teaching of Nyangumarta and the cultural heritage and identity of the school's students and community is integrated and embedded into classroom educational programs with the strong support from Indigenous teaching staff. Programs are designed to promote respect for cultural identity ensuring students are strong and proud of who they are.

The school has identified a real need for the regeneration of teaching Nyangumarta as a formal language program within the school. Assistance is required for the training, support and confidence building of the next generation of Nyangumarta teachers. Late 2014 have seen initial talks with Wangka Maya Language Centre senior linguists and committee members to bring this to fruition in 2015.

After School Sports

In 2014, Strelley Community School continued to receive Active After School Communities funding from the Australian Government to run after school sports sessions at both campuses. The AASC program has enabled students to participate in a range of physical activities including, soccer skills, fitness, boxing, water sports, gymnastics, football and basketball.

Healthy Living Program

The Healthy Living Program, through funding obtained from BHP Billiton and Atlas Iron, has continued to deliver the program's goal of ensuring "food security" and promoting health and well-being for all students of Strelley Community School. Funding has been used to buy food supplies to provide all students attending both campuses of the school with a nutritionally balanced breakfast at the start of each school day and morning teas during break time. The Healthy Living Program ensures that all students are well fed at the commencement of each school day in order to settle down quickly and attend to their learning.

Not only does the Healthy Living Program provide nutritious meals for the students, and address their physical and mental well-being, the program also educates students and community members in all aspects of healthy food preparation and making healthy food choices. Students and community members have been provided with the opportunity to participate in:

- food preparation

- cooking classes
- menu planning, budgeting and purchasing of food supplies
- understanding nutritional labels on food packaging
- documenting food preparation through the publication of paper and electronic books, still images and film
- Sharing community cultural knowledge of bush tucker foods
- Maintaining and utilising fresh produce from the school kitchen garden
- catering for school functions and community service meal initiatives

Immersion Program

The Immersion program has been running in the school for several years now. Facilitated by Fran Kelly, in 2014 the Immersion Program saw a group of 10 Year 11 students from Canberra come to the school communities for a week. The Immersion program is a social awareness program aimed at promoting cultural understanding and awareness and is a two-way cultural exchange between the visiting students and the students of the school. It is about promoting a commitment to making a difference to people's lives and highlights transformations.

Partnerships:

Community Partnership

The success of Strelley Community School would not be possible without the partnership it has with the community. The school was founded at the direct request of the Nomads Communities and continues to operate in accordance with the communities express wishes. It values and respects their ongoing support and input.

This partnership is a "2-way track". The community supports the school and the school supports the community through the provision of employment, educational and life skills learning opportunities. As the primary full time service provider residing on-site within the school's two communities, the school's support is not restricted to just school business. At times the school finds itself called upon to assist with a wide range of non-educational matters such as the provision of emergency food; medical supplies; medical treatment and evacuations; and assistance in communications and negotiations with government agencies and other service providers.

Other Partnerships and Supporting Organisations:

In addition to the strong Community Partnership, the success of the School can also be attributed to the strong partnerships it has fostered with various other organisations and individuals. NCEF wishes to acknowledge and thank the following:

Allied Health: Twice a term, a team from Allied Health visit the school and provide invaluable services such as speech pathology; medical examinations; addressing general health and wellbeing issues. The team work primarily with the young pre-school and lower primary students and their carers, and regularly take one-on-one and small group sessions with these children.

Atlas Iron Limited: For on-going financial support of the Healthy Living Program run in the school.

Association of Independent Schools Western Australia (AISWA) AISWA continues to be a strong advocate of the school and Indigenous Education. AISWA provides a wide range of services which support the operation of the school and its pursuit of excellence. Professional Learning support and expertise provided by AISWA's various Educational Consultants in 2014, (both on and off-site) has ensured teaching staff maintain high levels of expertise and professionalism based on sound educational research and best practise.

BHP Billiton Iron Ore Community Partnership- For on-going financial support of the Healthy Living/Healthy Eating and ICT Enrichment and Maintenance Programs. Strelley Community School under the auspices of NCEF has entered into a 3 year Partnership with BHP for these projects with the project concluding in September 2016.

Buzz Dance Theatre Group – Buzz Dance has had a long association with Strelley Community School for over a decade. In 2014, this performance group again shared their expertise to extend students creative expression and development through movement and dance.

Child Australia – Play Group: Once a week, a team from Child Australia visit both campuses of the school to conduct a morning play group session for the Early Childhood children of the school and community. These sessions enrich the educational learning programs offered by the school.

Earbus Foundation – Throughout 2014, the Earbus Foundation has provided regular screening and support in the diagnosis and management of student's Ear health issues. The provision of regular Ear Health Management for our students and the sharing of findings have been instrumental in the school obtaining additional per-capita funding from both state and federal government to support students with disabilities.

EON Foundation Partnership 2014 has seen the creation of a partnership with the EON Foundation, BHP, Ashburton Corporation and Strelley Community School to develop skills and expertise in creating a sustainable and productive Community Garden. This project links with the school's Healthy Living/Healthy Eating Program

Fair Game WA– Based in Perth, this organisation visits the school once a term to bring to the community second hand sporting goods and to do sporting activities with children afterschool and on weekends.

Food Bank WA: For the provision of Emergency foods supplies to ensure food security at times when families are experiencing difficulties. Food Bank WA have also delivered in the school the Food Sensations Program which involved staff, students and community members learning about nutrition, cooking skills and healthy eating.

Hedland Police Community Liaison Team- the Hedland Police Community Liaison Team regularly visits the school and works with kids as part of the school's pastoral care program. They help to make student's street wise, building their confidence, resilience and helping them to know what's right from wrong and how to be safe. The team have developed positive relationships based on trust and mutual respect with the students and this in turn has provided students with a familiar face and a safety net when they are in town and things are not right.

Martu Alliance of Martu Schools- Jigalong Remote Community School, Nullagine Primary School, Rawa Community School, Parnngurr Community School and Strelley Community School are all part of the Martu Alliance of Martu Schools which have agreed to work together to improve the quality of education for all Martu Kids. A direct action as a result of this alliance has been the opportunity to participate in the Australian Government funded Flexible Literacy for Remote Primary Schools Program through Direct Instruction (DI) or Explicit Direct Instruction (EDI). Strelley Community School has chosen to adopt the EDI pathway commencing 2015 and Teaching staff will participate in EDI training Late January 2015 ready for the program implementation next year.

Martu Sports Alliance group in Partnership with Newcrest Mining – For the provision of onsite sporting clinics during the year.

Royalties for Regions In 2014, Strelley Community School under the auspices of NCEF and in consultation with staff from the Pilbara Development Commission, has lodged a Business Case Proposal with the Department of Regional Development – Royalties for Regions for The Strelley Community School Participation and Engagement Project.

This proposed project will enable the school to provide an extensive range of supervised and purposeful educational and recreational extra-curricular activities for students and community members at both campuses of the school, outside of regular school operational hours. (After school, weekends and school holidays).

On November 25th, the Chair of the Educational Committee for the Royalties for Regions (Mr Chris Gilmore), visited the Warralong Campus of the school and met with the Principal, Kate McKenzie and other community members. Mr Gilmore was favourably impressed with the Business Case Proposal and the school's operations. It is expected that the outcome of the application would be favourable and that the school should receive confirmation of application outcome before the end of the year. This however was not the case and negotiation and discussions are still ongoing at the commencement of 2015. It is however still anticipated that the application will be successful.

Spinifex Hill Artist Group- Based in Port Hedland, the Spinifex Hill Artist Group have been of immense support in fostering the artistic skills and expertise of artist belonging to the Karntimarta Brush – a group of community artists founded through the school.

Stephanie Alexander Kitchen Garden Program – This program has provided the school's Healthy Living Program Nutritionist with Professional Learning opportunities which have led to the inclusion of cooking classes with the Middle and Upper Primary and High school students on a fortnightly basis. Interested community members have also participated in these sessions. These classes will be expanded into the lower primary years in 2015.

Tania Wiley – For her ongoing support of the school and expertise in delivering further Multi-media Pathway Program initiatives.

Wangka Maya Language Centre: Although support from Wangka Maya Language Centre has been minimal in 2014, a commitment has been made during recent meeting in November for fortnightly visits in 2015. This will include working with students to create illustrations for language resources developed by authors such as Don-Don Thomas and Jason Gardiner. It has also been agreed that Language Centre staff will work with AEW's and community members to promote greater confidence and expertise in teaching Nyangumarta language within the school.

Western Desert Lands Aboriginal Corporation (WDLAC) – For the provision and utilisation of a Community School Bus

Wirrika Maya Aboriginal Medical Service – For their ongoing medical support and advice.

Teacher standards and qualifications:

All teaching staff have undertaken National Police Clearances, a Working with Children Check and are financially viable registered members with WACOT (Western Australian College of Teaching) – which is a legal requirement. All teaching staff holds a recognised teaching qualification. Qualifications of teaching staff range across the following:

- Master of Education Studies.
- Bachelor of Education (Primary)
- Bachelor of Education (Early Childhood Education)
- Bachelor of Arts (Arts)
- Bachelor of Arts (Primary)
- Bachelor of Arts (English and Philosophy)
- Bachelor of Arts (Philosophy and Religious Studies)
- Bachelor of Science
- Bachelor of Teaching (New Zealand)
- Grad. Diploma of Education - Primary
- Grad. Diploma of Secondary Education
- Diploma of Business – School Compliance
- Diploma of Religious Education
- Diploma of Primary Teaching
- Diploma of Early Childhood Studies
- Diploma of Teaching
- Diploma of Children Services

Professional Review Process:

In 2014, Strelley Community School continued its commitment to maintain and improve the quality of its teachers. Central to this commitment has been the school's Professional Review Process which aimed to:

- Provide an opportunity for the affirmation of professional practice
- Promote professional growth and development of staff
- Identify areas of interest for career development of staff
- Provide an opportunity for professional reflection with collegial discussion
- Identify what is done well and determine areas for further development
- Assist in meeting the AITSL Australian Professional Standards for Teachers and Teacher Registration (TRB)

Staff composition:

Based on August 2014 Commonwealth Census data, across both campuses, Strelley Community School employed a total of sixty-two teaching and non-teaching staff. The breakdowns of these positions are as follows:

2013 Staff Composition

<i>Position</i>	<i>Head Count of Staff</i>	<i>Full time Equivalent (FTE)</i>
<i>INDIGENOUS STAFF</i>		
<i>Full Time staff – Non-Teaching – Admin and clerical (including aides and assistants)</i>	1	1.0
<i>Part Time staff – Non-Teaching – Specialist Support</i>	1	0.1
<i>Part Time staff – Non-Teaching – Admin and clerical (including aides and assistants)</i>	31	8.7

<i>Part Time staff – Non-Teaching – Buildings and Operations</i>	11	2.6
NON INDIGENOUS STAFF		
<i>Full Time staff – Teaching (including Principal and class room teachers)</i>	8	8.0
<i>Full Time staff – Non-Teaching – Admin and clerical (including aides and assistants)</i>	2	2.0
<i>Full Time staff – Non-Teaching – Buildings and Operations</i>	2	2.0
<i>Part Time staff – Teaching (including class room teachers)</i>	0	0
<i>Part Time staff – Non-Teaching – Admin and clerical (including aides and assistants)</i>	4	1.1
<i>Part Time staff – Non-Teaching – Buildings and Operations</i>	2	0.6
TOTAL:	62	26.1 FTE

Staff Retention:

Staff retention at Strelley Community School for 2013 has again remained relatively high.

Of the twenty one Indigenous staff employed in 2012, 17 continued employment with the school in 2013. Of the four Indigenous staff who did not continue to be employed in 2013, all were no longer residing in the community.

Of the fourteen non-Indigenous staff employed in 2012, 13 continued employment with the school in 2013, (93%). The one non-Indigenous staff member, who did not return in 2013, left the school for a position which was closer to family after serving in the school for two years.

2013 saw a significant increase in the number of Indigenous staff members employed as teacher aides and maintenance. It was this addition of “people- power” that ensured the successful re-opening of the Strelley Campus and preparedness for the school’s re-registration.



2014 Student Attendance Rates

It is a mandatory requirement of all schools in Australia (as part of School funding agreements with the Australian Government Department of Education), to report attendance data for all students in Years 1 to 10 during Terms 1 and 2.

The table below shows Student Attendance Data reported in 2014:

Year Level	Strelley Campus	Warralong Campus
1	82.01%	79.90%
2	53.33%	93.59%
3	84.62%	88.72%
4	67.86%	89.80%
5	87.95%	80.73%
6	90.00%	85.34%
7	81.74%	90.59%
8	87.82%	87.82%
9	79.71%	74.40%
10	94.44%	78.75%
TOTAL	82.54%	83.06%

Comparison of 2014 Attendance Rates with 2013

Campus	2013 Attendance Rate	2014 Attendance Rate	Difference
Strelley	82.87%	82.49%	Decrease of 0.38% 
Warralong	79.36%	83.05%	Improvement of 3.69% 

In 2015, the National Student Attendance reporting will be increased to include Term 3 attendance data as well.

Given the current political climate, it is extremely important for parents and community members to continue to support the school both at Warralong and Strelley by enrolling their students in the school and making sure they come to school every day.

It is not okay for children to be away from school. If kids are in camp, they come to school. The problem is that some kids are always going to town and are not going to school. The community needs to be stronger to make sure that kids stop one place and go to school all the time.

GAP Audit

At least once every five years, non-Government schools in Western Australia are randomly chosen to undergo a Grants Auditing Program or GAP audit by people from the Department of Education Services. The GAP Audit is done at the school and looks at school enrolment and attendance records, and children in the classrooms to make sure that student numbers reported in state and Federal Census counts are truthful and that the school is abiding by requirements stated in the School Education Act 1999.

Strelley Community School successfully underwent a GAP audit on Monday 18th August, 2014. The DES Representative that conducted the audit spoke highly of and commended the school on the administrative systems it has in place for its enrolment and attendance records and procedures. He even made a comment that other schools could learn from the example that Strelley Community School sets.

Student Attendance:

The attendance data following is based on the Attendance data reported yearly and uploaded to the Department of Education, Employment and Workplace Relation's School Service Point Website (DEEWR SSP site) as part of the National Student Attendance Reporting Requirements. This data reflects attendance and enrolment data collected Term 1 and 2 2013. In previous reporting years, (2007-2012), the data collected only reflected a 4 week reporting period in May of each year.

The National Student Attendance Data Collection (STAT) is reported on campuses individually – This is reflected in the following 2 tables: ID # 2705- Warralong Campus and ID# 77250 – Strelley Campus. The last table displays the combined data of both campuses to reflect whole-school attendance.

It should be noted that the attendance data publically made available via the My School website only reflects the Warralong Campus data, not the whole school.

Table 1 – ID # 2705 – Warralong Campus STAT

STUDENT ATTENDANCE 2013	Year 1	Year 2	Year 3	JP Total	Year 4	Year 5	Year 6	Year 7	MUP Total	Year 8	Year 9	Year 10	Sec. Total	Campus Total
<i>Summary Enrolment Data</i>	111.00	413.00	385.00	909.00	743.00	253.00	405.00	370.00	1771.00	564.00	252.00	210.00	1026.00	3706.00
<i>Summary attendance Data</i>	79.00	371.00	339.00	789.00	612.50	197.00	344.00	310.00	1463.50	380.50	164.50	144.00	689.00	2941.50
Overall %Attendance	71.17%	89.83%	88.05%	86.80%	82.44%	77.87%	84.94%	83.78%	82.64%	67.46%	65.28%	68.57%	67.15%	79.37%

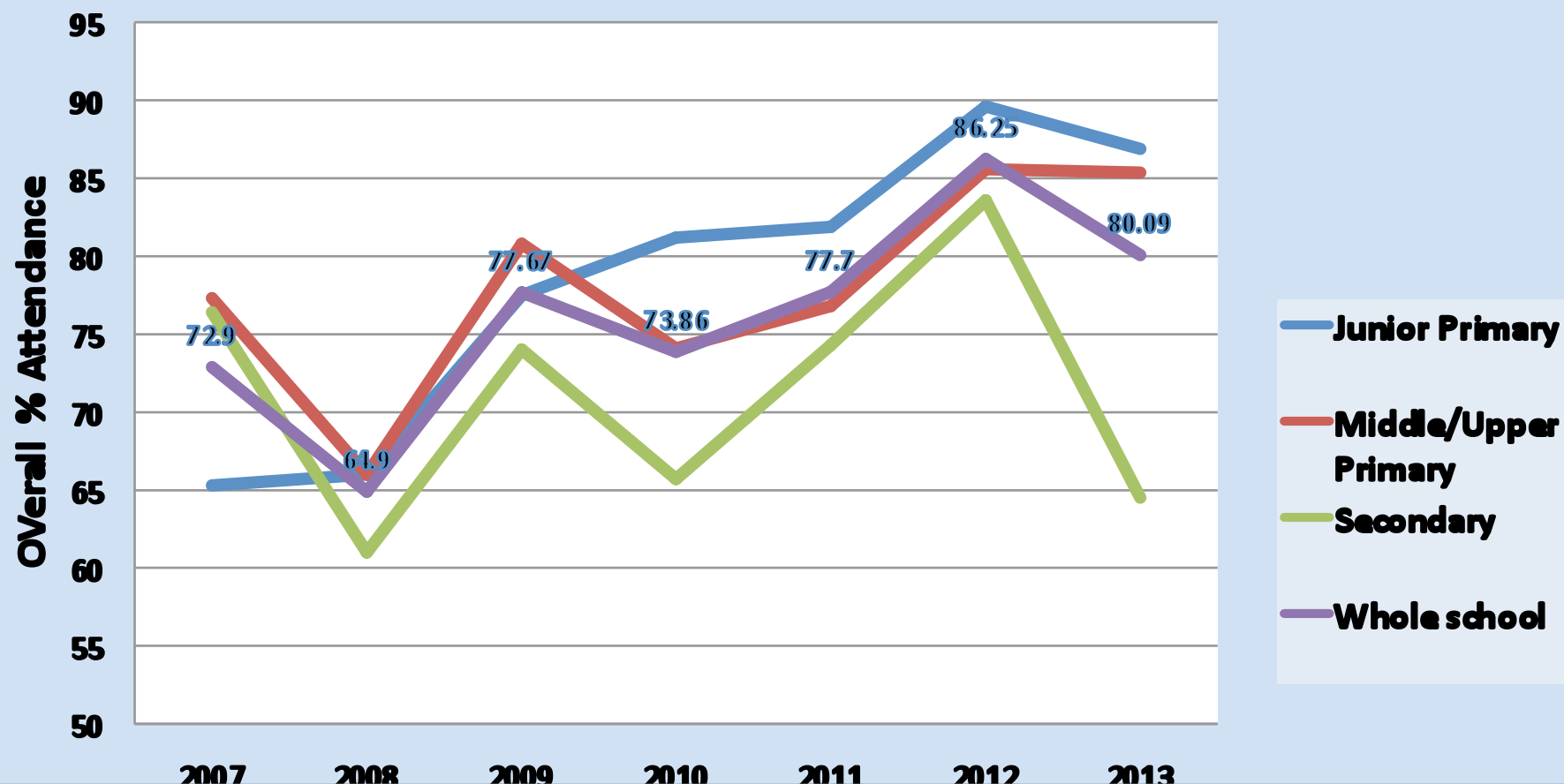
Table 1 – ID # 77250– Strelley Campus STAT

STUDENT ATTENDANCE 2013	Year 1	Year 2	Year 3	JP Total	Year 4	Year 5	Year 6	Year 7	MUP Total	Year 8	Year 9	Year 10	Sec. Total	Campus Total
<i>Summary Enrolment Data</i>	15.00	53.00	102.00	170.00	97.00	6.00	170.00	266.00	539.00	96.00	87.00	42.00	225.00	934.00
<i>Summary attendance Data</i>	15.00	36.00	97.50	148.50	95.00	6.00	166.50	240.50	508.00	72.00	26.00	20.00	118.00	774.50
Overall %Attendance	100%	67.92%	95.59%	87.35%	97.94%	100%	97.94%	90.41%	94.25%	75.00%	29.89%	47.62%	52.44%	82.92%

Table 3 – Strelley Community School STAT (Whole-school data)

STUDENT ATTENDANCE 2013	Year 1	Year 2	Year 3	JP Total	Year 4	Year 5	Year 6	Year 7	MUP Total	Year 8	Year 9	Year 10	Sec. Total	School Total
<i>Summary Enrolment Data</i>	126.00	466.00	487.00	1079.00	840.00	259.00	575.00	636.00	2310.00	660.00	339.00	252.00	1251.00	4640.00
<i>Summary attendance Data</i>	94.00	407.00	436.50	937.50	707.50	203.00	510.50	550.50	1971.50	452.50	190.50	164.00	807.00	3716.00
Overall %Attendance	74.60%	87.34%	89.63%	86.89%	84.23%	78.38%	88.78%	86.56%	85.35%	68.56%	56.19%	65.08%	64.51%	80.09%

National Student Attendance Reporting 2007-2013



* Note: Data collected in 2007-2012 reflect a 4 week reporting period in May of each year. 2013 data reflects Terms 1 and 2 of 2013.

In comparing National Student Attendance Reporting Data 2007-2013, the following statements can be made:

- 2013 Whole school attendance rate (80.09%) is a decrease of 6.16% in comparison to the previous year's whole-school attendance rate of 86.25%.
- 2013's Whole school attendance rate is the 2nd highest rate in the 7 year reporting period
- 2013 Junior primary attendance rate is the 2nd highest rate in the 7 year reporting period and is a decrease of 2.71% from the previous year.
- 2013 Middle and Upper Primary Attendance rate is the 2nd highest rate in the 7 year reporting period and is a decrease of 0.25% from the previous reporting year.
- 2013 Secondary Attendance rate has decreased significantly to the 2nd lowest rate in the 7 year reporting period and is a substantial decline of 19.09% from the previous reporting year.

The significant decline in Secondary attendance rate is of grave concern to the school and strategies had been put in place to address this in the coming school year. It should be noted that in the second semester of the 2013 school year, secondary attendance rates improved slightly to 68% (an increase of 3.49%).

Absenteeism – How non-attendance is managed by the school:

Despite the decrease in average attendance rates in 2013 in comparison to the previous year, Strelley Community School works very hard with the community to encourage and maintain high attendance rates of all our students. Attendance strategies employed include:

- Regular community communications between staff and parent/carers;
- School Committee meetings;
- high community school involvement;
- enriched student interest based curriculum; (e.g. Warralong Walkabout program for secondary students; Learning through the arts – Buzz dance & Theatre Sports, Multi-media and film-making projects, Local Community Radio)
- Walking School Bus – to collect students from their homes each morning and to liaise with family members

- provision of after-school extra curricula activities; (e,g, After School sports, Blue light disco at the end of each term, painting and art activities, cooking classes, film-making etc.)
- Providing a nutritionally sound hot breakfast at the commencement of each school day
- Regular laundering of student clothes and the provision of a clean change of clothes each day if required.
- Awards program which recognises attendance for each school term
- Regular collection of students from town and returning them to the community at the direct request of their care-givers
- school holiday programs;
- Creating a positive school culture - Making school a safe place – where students are not being judged and are free from shame
- Putting in special transition programs for students who have been away from the school and its communities for extended periods of time – ensuring that these returning students are comfortable again in the routines and learning programs of the school.
- and improved teacher quality initiatives

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues. The school is fortunate to be in constant communication with families and is able to monitor and encourage attendance through daily direct contact. All verbal communications regarding student non-attendance is documented for school attendance records and notes the date, name of parent/guardian with whom communications occurred with, name of student and reason for absence.

Primarily non-attendance occurs due to illness, medical appointments, funerals and other cultural obligations and seasonal flooding where family members and students are unable to return to the community due to road closures and inaccessibility.

Senior Secondary outcomes, including the percentage of Year 12 students:

(i) undertaking vocational Training or training in a trade

In 2012, all senior secondary students were enrolled in and set to commence Certificate II in Community Services Course through a partnership with Pilbara Institute. Unfortunately difficulties in providing on-site support and training by staff of Pilbara Institute led to the course being cancelled. It was hoped that this would be possible in 2013 however staffing restructures and shortages at the Pilbara Institute had again led to the postponement of such a course being offered.

(ii) attaining a year 12 certificate or equivalent vocational education and training qualifications

Students were enrolled in School Curriculum and Standards Authority course units 1C and ID of English as an Additional Dialect.

Post Year 12 Destinations

In 2013, seven students were enrolled in Year 12. Of these students:

- 14% have remained at the school in 2013 and are continuing their Year 12 education.
- 14% have assumed the role of carer for an elderly relative.
- 44% have moved away from the school's communities to regional centres (Newman and Port Hedland)
- 14% has become a young mother
- 14% have moved to employment with the schools

Parent, student and teacher satisfaction with the school:

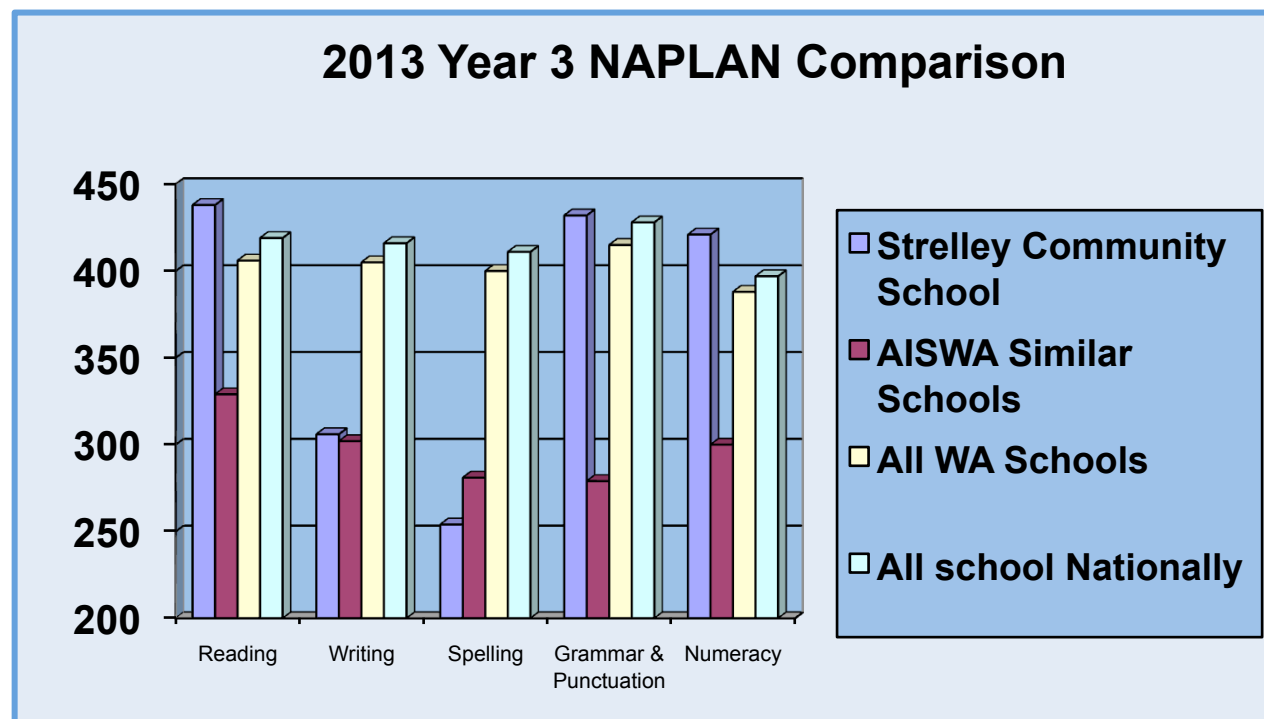
Since its inception in 1976, Strelley Community School has had a strong tradition of catering for the educational needs of its Indigenous students based on the expressed wishes of the school community and School Governing body. Parental, student, teacher and community support and satisfaction with the school and its programs is high with a great sense of pride and belonging.

Students in the school are actively engaged in all aspects of school life and are informally involved in the decision making about programs and initiatives being offered through a consensus model. Students are generally reported by parents/carers as being keen to be at school every day.

The school's "Open House" policy, whereby parents/carers and community members are free to visit the school at any time during the school's operation ensures high community involvement and open transparency of the innovative programs being delivered as part of the school's engaging curriculum. Many of the grandparents, parents and family members of current students have had a long association with the school either as students themselves or as staff members, and the continual new generation of returning family members creates a real sense of belonging and ownership. The school's continued commitment to encompassing Nyangumarta language, culture and traditions within the school's programs also strengthens this sense of belonging and ownership.

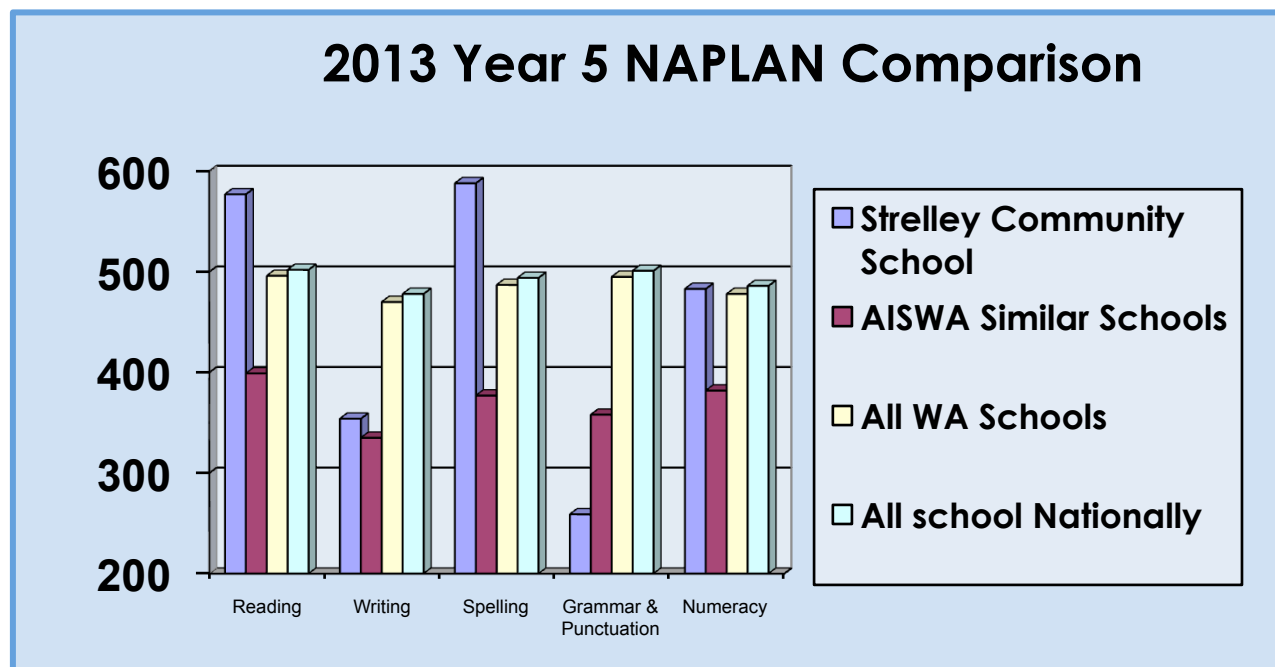
The high retention of Non-Indigenous teaching staff is a testament to teacher satisfaction.

Student Outcomes in Standardised National Literacy and Numeracy Testing – NAPLAN:



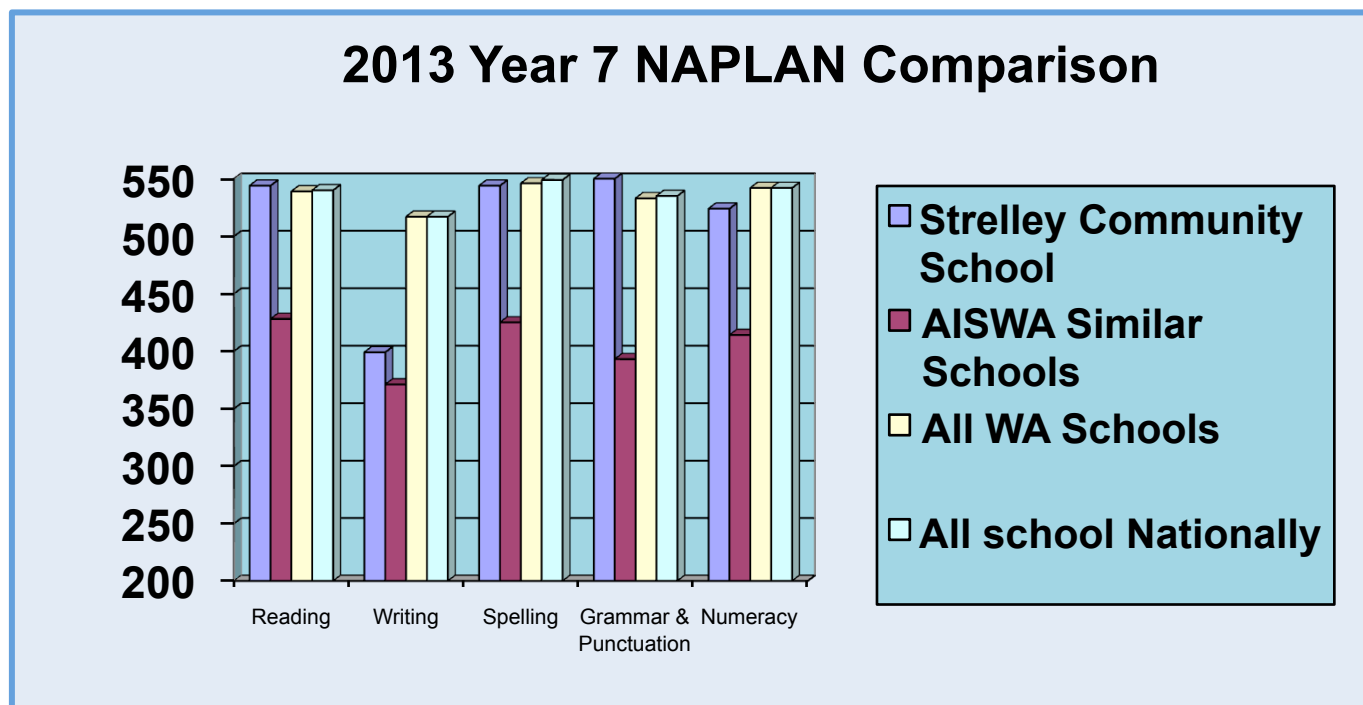
In 2013, the proportions of Year 3 students who met the Minimum National Benchmark standards or above are as follows:

- Reading: 100%
- Writing: 80%
- Spelling: 60%
- Grammar and Punctuation: 100%
- Numeracy: 100%



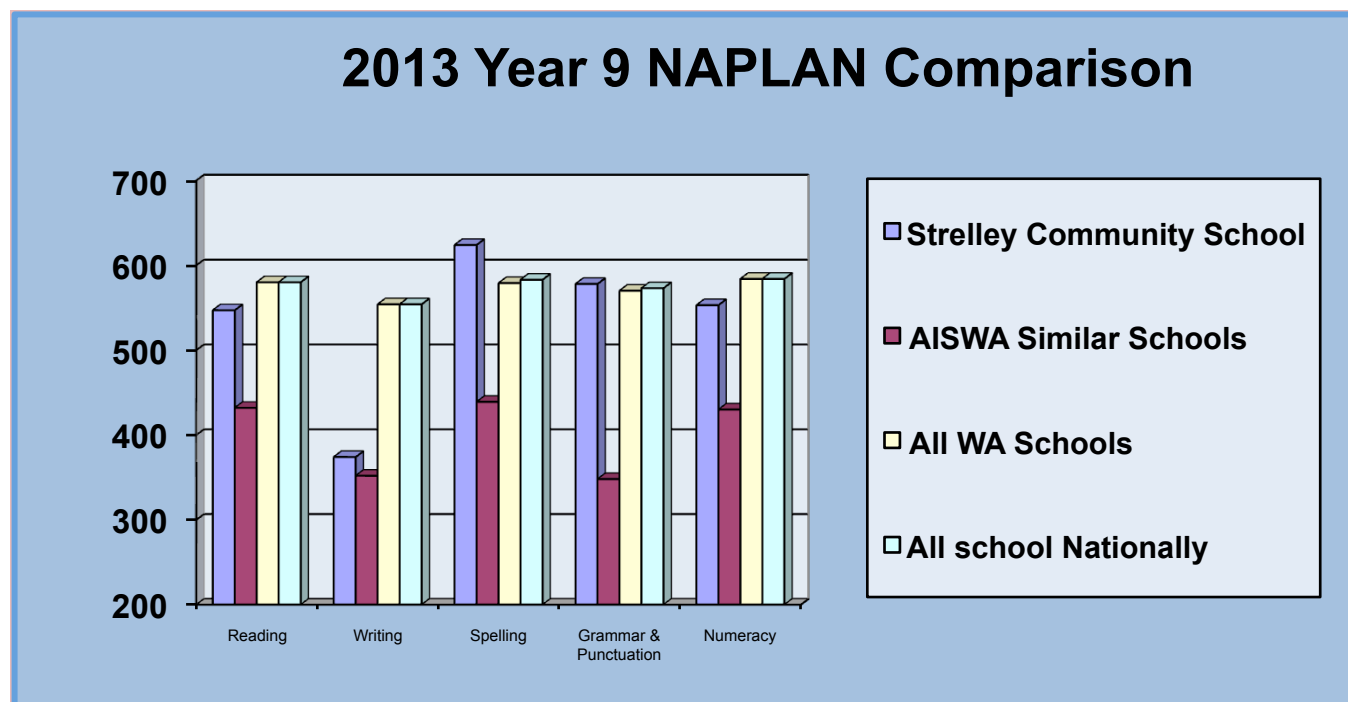
In 2013, the proportions of Year 5 students who met the Minimum National Benchmark standards or above are as follows:

- Reading: 100%
- Writing: 0%
- Spelling: 100%
- Grammar and Punctuation: 33.3%
- Numeracy: 100%



In 2013, the proportions of Year 7 students who met the Minimum National Benchmark standards or above are as follows:

- Reading: 100 %
- Writing: 100%
- Spelling: 100%
- Grammar and Punctuation: 100%
- Numeracy: 100%



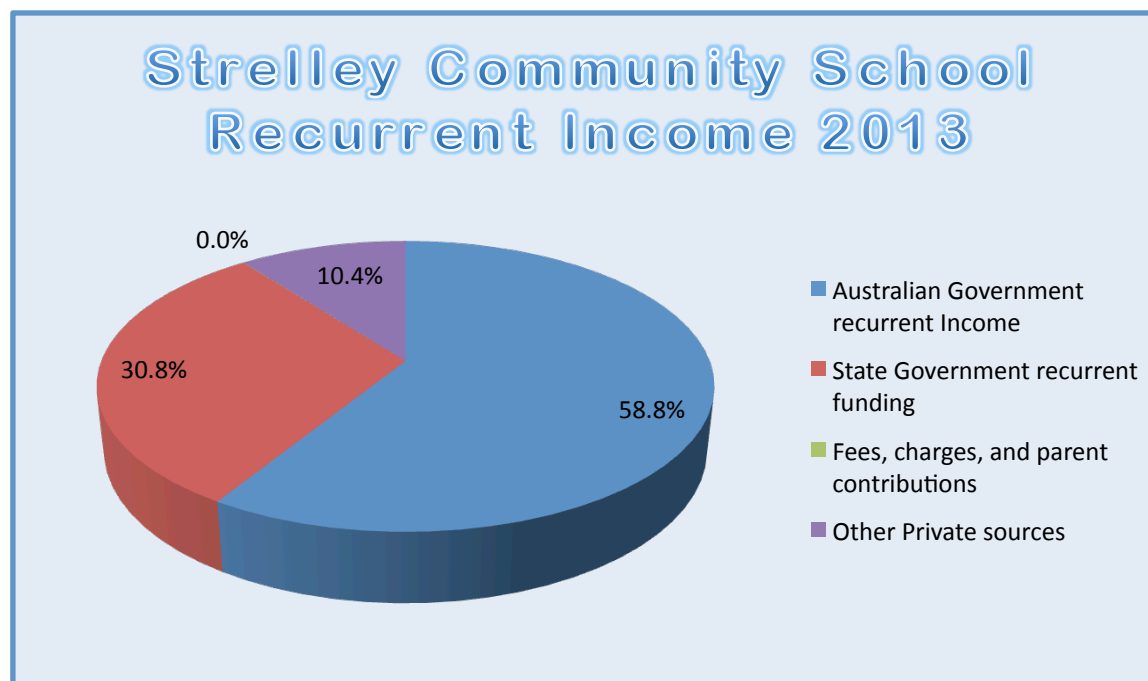
In 2013, the proportions of Year 9 students who met the Minimum National Benchmark standards or above are as follows:

- Reading: 100%
- Writing: 0%
- Spelling: 100%
- Grammar and Punctuation: 100%
- Numeracy: 100%

Note: Data for the Year 3, 5, 7, and 9 NAPLAN Comparison tables were sourced from the AISWA Ping Jia site 2013.

School Income broken down by funding source:

- Australian Government Recurrent funding: 58.83%
- State Government Recurrent funding: 30.78%
- Fees, charges and Parent contributions: 0.02%
- Other Private Sources: 10.37%



Note: The above table and chart summarises the recurrent income for 2013 reported by Strelley Community School under the auspices of the Nomads Charitable and Educational Foundation in the financial Questionnaire required by the Australian Federal Government DoE June 2014.