



## STRELLEY COMMUNITY SCHOOL - 2010 ANNUAL REPORT

*The Australian Commonwealth Government requires the school to report on the following items as part of its accountability to DEEWR and most importantly, as part of its accountability to the Strelley Community School Community.*

### School Contextual Information – Student Body Characteristics:

Operating under the auspices of The Nomads Charitable and Educational Foundation, Strelley Community School was founded in 1976 and is the oldest continually operational Independent Aboriginal Community School in Australia.

The school is situated in the Remote Pilbara Region of Western Australia and currently comprises of one campus, Warralong, located 160km south-east of Port Hedland, between the Shaw and De Grey Rivers. A second campus, Strelley, located 60 km from Port Hedland, has been temporarily closed due to extensive cyclonic damaged sustained as a result of a direct impact of Cyclone George in 2007. It is anticipated that this campus will reopen in the near future.

Strelley Community School is a community school in the true sense of its name with high community support and guidance in every aspect of the school's operation.

The School offers learning programs from Kindergarten to Year 12, with 87 students currently enrolled in the school. The students in the school are all of Indigenous descent and are all English as Second Language learners, drawn from a language background that is predominantly Nyangumarta.

The school values and promotes the cultural heritage of its students. The teaching of the student's home language, Nyangumarta, is embraced within the school and an extensive collection of Nyangumarta resources has been created and developed during the school's operation to capture and preserve the Nyangumarta language, culture and traditions.

### **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:

- Bachelor of Education (Primary)
- Bachelor of Arts (Primary)
- Bachelor of Teaching (New Zealand)
- Bachelor of Arts in Theology and Sociology
- Post Graduate Certificate in Education
- Grad. Diploma of Early Childhood
- Grad. Diploma Middle Phase Education
- Bachelor of Visual Arts/Fine Arts
- Master of Education Studies.

### **Staff composition:**

Based on August 2010 Commonwealth Census data, Strelley Community School employed a total of thirty teaching and non-teaching staff. The breakdowns of these positions are as follows:

### 2010 Staff Composition

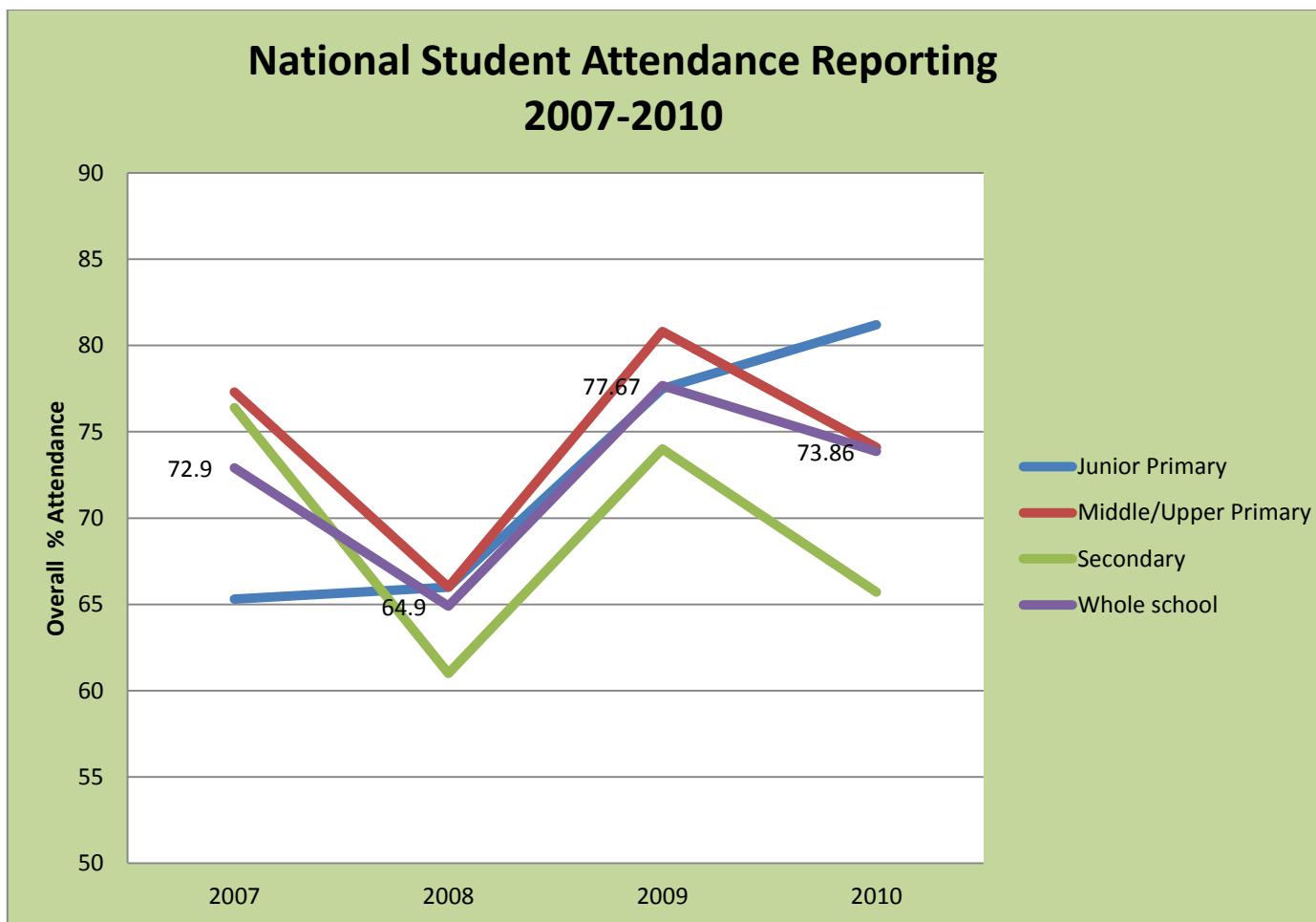
<b>Position</b>	<b>Head Count of Staff</b>	<b>Full time Equivalent (FTE)</b>
<b>INDIGENOUS STAFF</b>		
<i>Full Time staff – Non-Teaching – Admin and clerical (including aides and assistants)</i>	1	1.0
<i>Part Time staff – Non-Teaching – Specialist Support</i>	0	0
<i>Part Time staff – Non-Teaching – Admin and clerical (including aides and assistants)</i>	13	3.1
<i>Part Time staff – Non-Teaching – Buildings and Operations</i>	1	0.3
<b>NON INDIGENOUS STAFF</b>		
<i>Full Time staff – Teaching (including Principal and class room teachers)</i>	6	6.0
<i>Full Time staff – Non-Teaching – Admin and clerical (including aides and assistants)</i>	1	1.0
<i>Full Time staff – Non-Teaching – Buildings and Operations</i>	1	1.0
<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>	5	2.1
<i>Part Time staff – Non-Teaching – Buildings and Operations</i>	2	1.2
<b>TOTAL:</b>	<b>30</b>	<b>15.7 FTE</b>

### 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.

STUDENT ATTENDANCE 2010	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>Number of students counted</i>	6	4	5	15	5	5	4	3	17	4	7	3	14	46
<i>Total # of days (Max 20 per std)</i>	90/120	64/80	89.5/100	243.5/300	83.5/100	68.5/100	48.5/80	51.5/60	252/340	48.5/80	96/140	39.5/60	184/280	679.5/920
<b>Overall %Attendance</b>	75	80	89.5	81.2	83.5	68.5	60.6	85.8	74.1	60.6	68.58	65.84	65.72	73.86

The above information is also publically available online via the My School website.



In comparing National Student Attendance Reporting Data 2007-2010, 2010 has recorded slightly lower average attendance rates for the whole school than in 2009 but higher whole school attendance rates than what was achieved in 2007 and 2008. It should be noted that in the Junior Primary years, the attendance rate is consistently increasing.

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

Strelley Community School works very hard with the community to improve the rates of our students. Regular community communications between staff and parent/carers; School Committee meetings; high community school involvement; enriched student interest based curriculum; after-school extra curricula activities; laundry and breakfast program initiative are all aimed at improving student attendance.

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 2011, all secondary students were provided with the opportunity to complete Certificate I in Leadership Development through RTO –Pilbara TAFE. The units included: Develop Self, Introduction to applied leadership, Effective team membership, Personal role in society, Apply basic communication skills, Complete daily work activities, Operate a personal computer, Apply an enterprising approach in a team project, Follow fundamental OHS principles and procedures, and Send and retrieve information using web browsers and email.

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

Students were enrolled in Curriculum Council course units 1A and 1B of English as an Additional Dialect.

### **Post Year 12 Destinations**

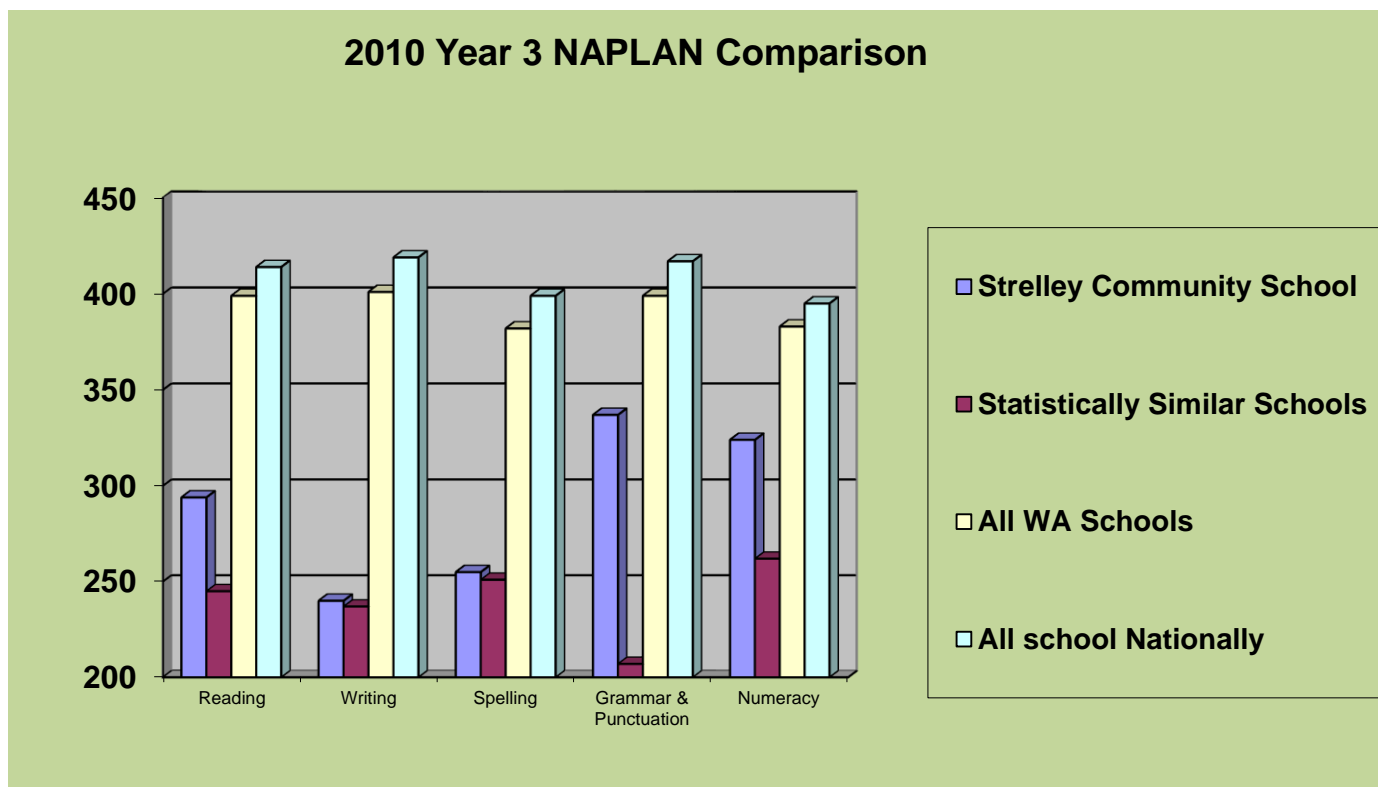
In 2010, seven students were enrolled in Year 12. Of these students:

- 57% have remained at the school in 2011 and are continuing their Year 12 education.
- 14% have moved to employment
- 29% have moved to further education at Pilbara TAFE

### **Parent, student and teacher satisfaction with the school:**

Strelley Community School has 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.

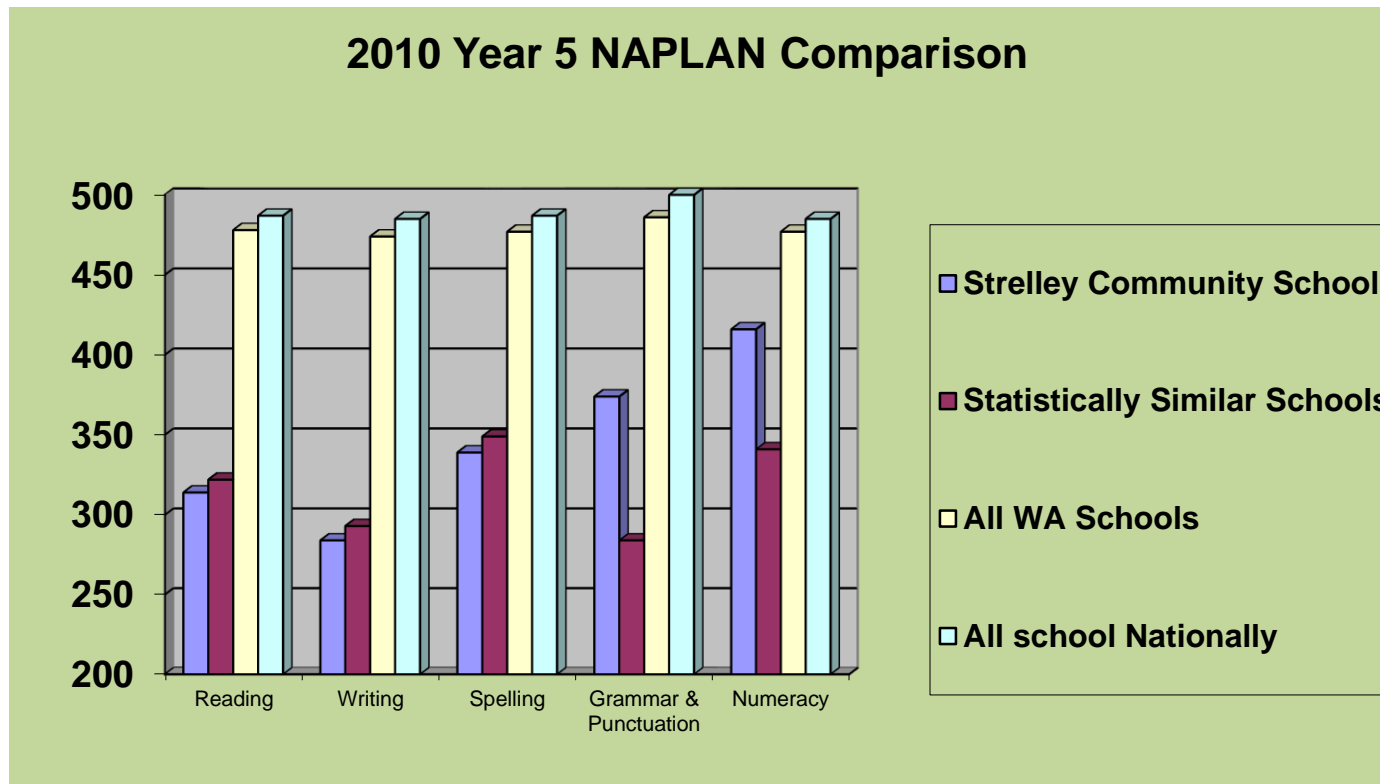
**Student Outcomes in Standardised National Literacy and Numeracy Testing – NAPLAN:**



In 2010, the proportions of Year 3 students who met the Minimum National Benchmark standards or above are as follows:

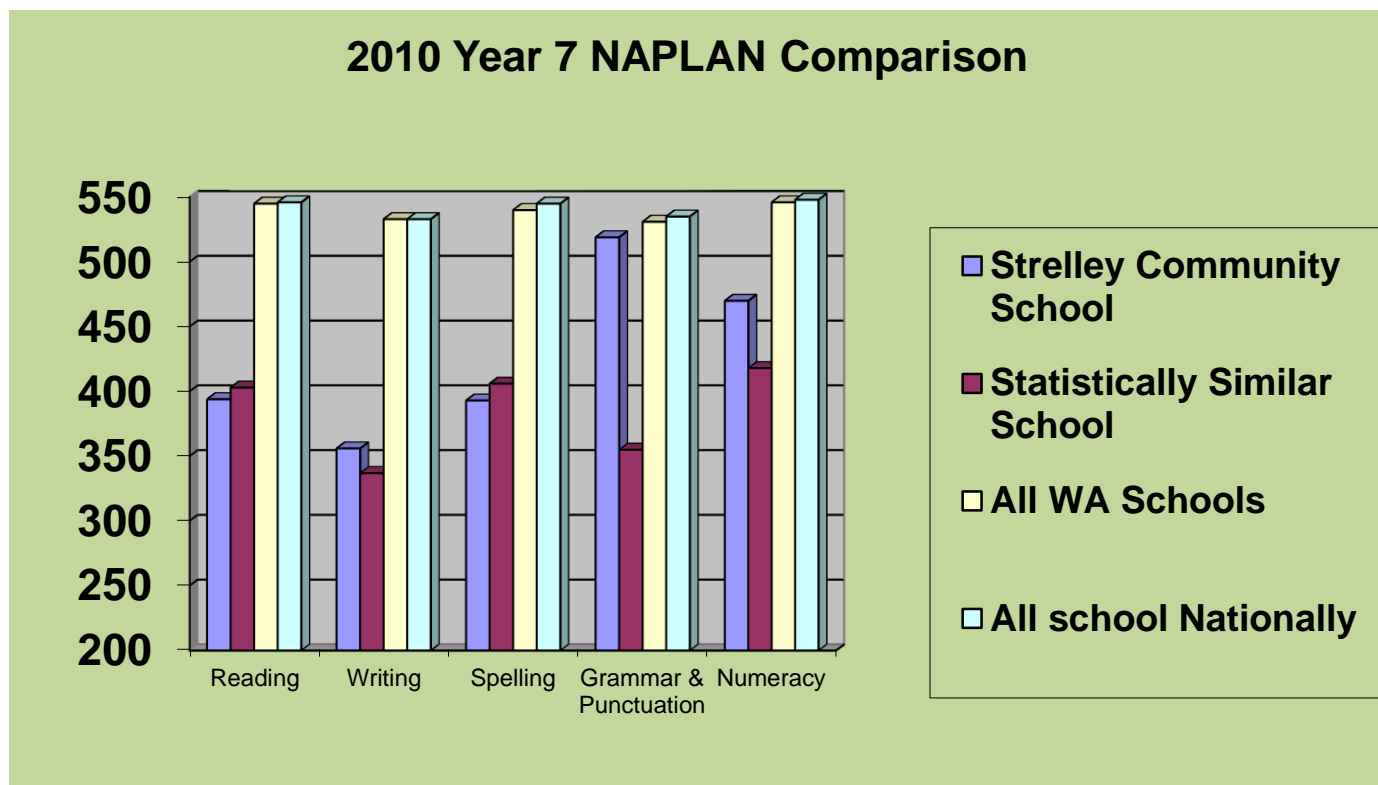
- Reading: 66.7%
- Writing: 33.3%
- Spelling: 0%
- Grammar and Punctuation: 100%
- Numeracy: 100%





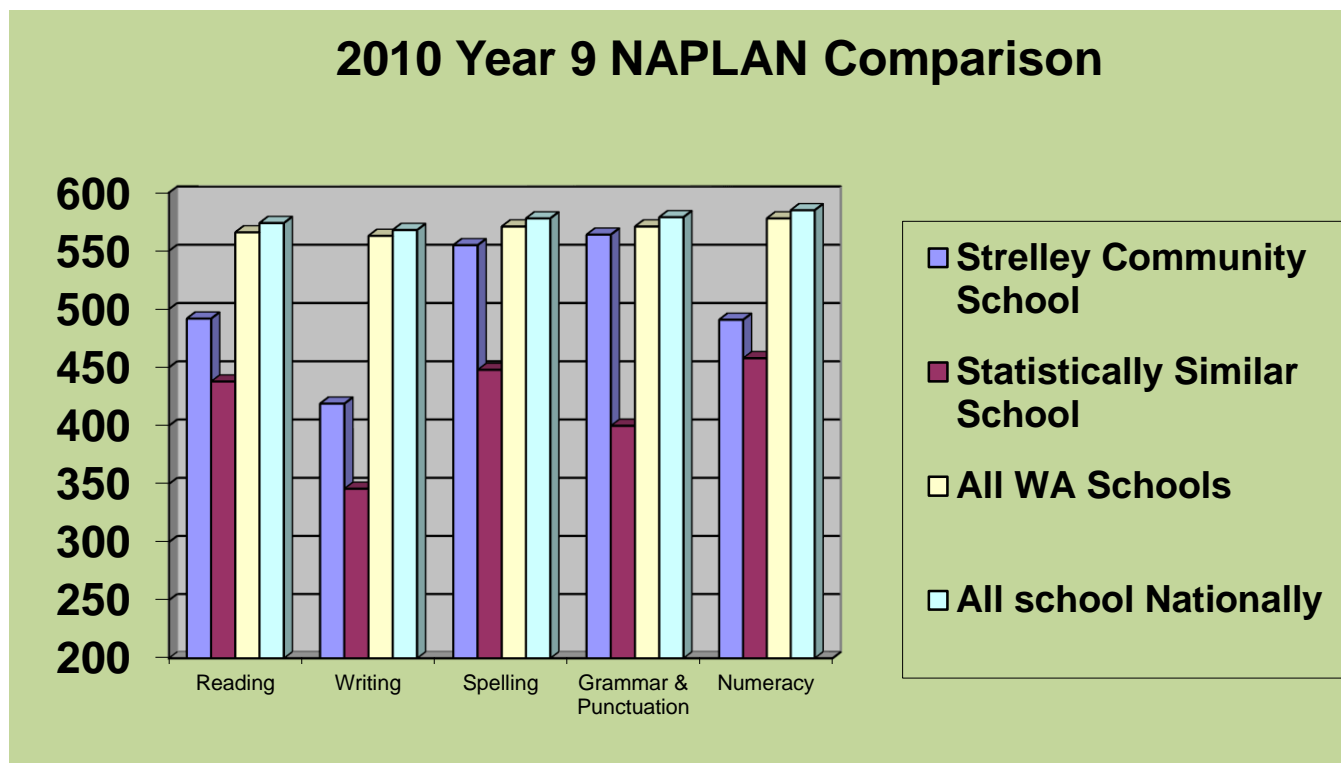
In 2010, the proportions of Year 5 students who met the Minimum National Benchmark standards or above are as follows:

- Reading: 0%
- Writing: 0%
- Spelling: 33.3%
- Grammar and Punctuation: 66.7%
- Numeracy: 100%



In 2010, the proportions of Year 7 students who met the Minimum National Benchmark standards or above are as follows:

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



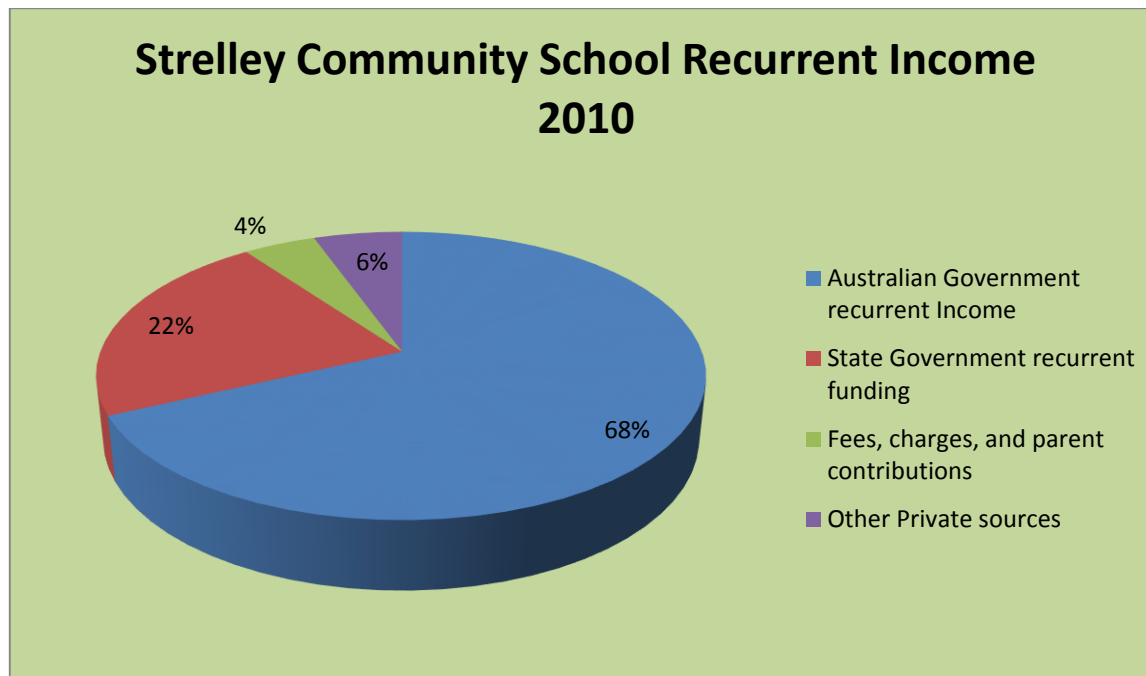
In 2010, the proportions of Year 9 students who met the Minimum National Benchmark standards or above are as follows:

- Reading: 80 %
- Writing: 0%
- Spelling: 100%
- Grammar and Punctuation: 100%
- Numeracy: 66.7%

*Note: Data for the Year 3, 5, 7, and 9 NAPLAN Comparison tables were sourced from the AISWA Appraise Site 2010, with the exception of Statistically Similar schools which was sourced from the My School website.*

**School Income broken down by funding source:**

- Australian Government Recurrent funding: 68%
- State Government Recurrent funding: 22%
- Fees, charges and Parent contributions: 4.5%
- Other Private Sources: 5.5%



Note: The above table and chart summarises the recurrent income for 2010 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 DEEWR July 2010.