



STRELLEY COMMUNITY SCHOOL - 2013 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.

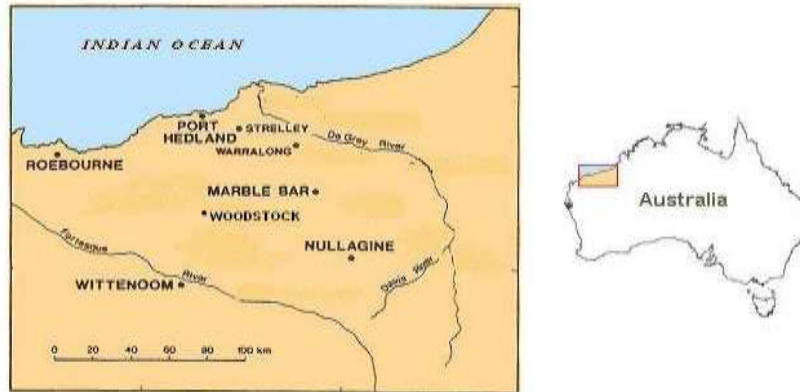
School Contextual Information – Student Body Characteristics:

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. Founded on the principle of community control and a strong commitment to cultural maintenance, Strelley Community School has developed a number of innovative approaches to incorporate Indigenous languages and pedagogy into the school program.

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. The Strelley campus resumed operation at the commencement of the 2013 school year, after being temporarily closed for several years due to extensive damage sustained to the school and community as a result of a direct hit by Cyclone George in 2007. The two non-Indigenous teachers appointed for the Strelley Campus in 2013, previously taught at the Warralong campus semester 2, 2012 prior to their Strelley appointment.

Students:

Strelley Community School caters for Pre-Kindergarten to Year 12. School enrolments based on August Commonwealth and State data in 2013 totalled 77 students (16 Kindergarten and Pre-Primary, 38 Primary, and 23 Secondary). Not included in the official census count were the 13 Pre-Kindergarten students.

Strelley Community School (although registered with the WA Department of Educational Services to provide Pre-Kindergarten education) is not funded for these students. The school and its community members recognise the enormous benefits of providing quality learning opportunities and experiences in the form of daily pre-school/play group sessions for the pre-Kindergarten aged students in our communities.

In providing these sessions, the school demonstrates its commitment to improving the educational outcomes of its young Indigenous students by:

- better preparing and supporting these children in their readiness for schooling
- promoting early engagement with learning
- Encouraging and nurturing the social, emotional, physical and cognitive development of each child.
- And most importantly, providing a strong foundation for future educational achievement.

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.

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.

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 Education (Early Childhood Education)
- Bachelor of Arts (Primary)
- Bachelor of Arts (English and Philosophy)
- Bachelor of Arts (Geography /Environmental Studies)

- Bachelor of Arts (Religious Education)
- Diploma of Teaching
- Bachelor of Teaching (New Zealand)
- Grad. Diploma of Early Childhood
- Grad. Diploma of Secondary Education
- Grad. Diploma High School Education
- Bachelor of Arts (Language and History)
- Bachelor of Visual Arts/Fine Arts
- Master of Education Studies.
- Certificate IV Assessment and Workplace Training

Professional Review Process:

In 2013, 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)

Meeting Australian Institute for Teaching and School Leadership (AITSL) Teacher Professional Standards:

Under an initiative by the National Alliance for Remote Indigenous Schools (NARIS) to identify and keep good teachers in remote areas, five of the school's 2013 non-Indigenous teaching staff worked towards and were awarded recognition and bonus payments for having met the Highly Competent Teacher Professional Standards as identified in the AITSL Australian Professional Standards for Teachers.

Staff composition:

Based on August 2013 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

Position	Head Count of Staff	Full time Equivalent (FTE)
INDIGENOUS STAFF		
<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.

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%

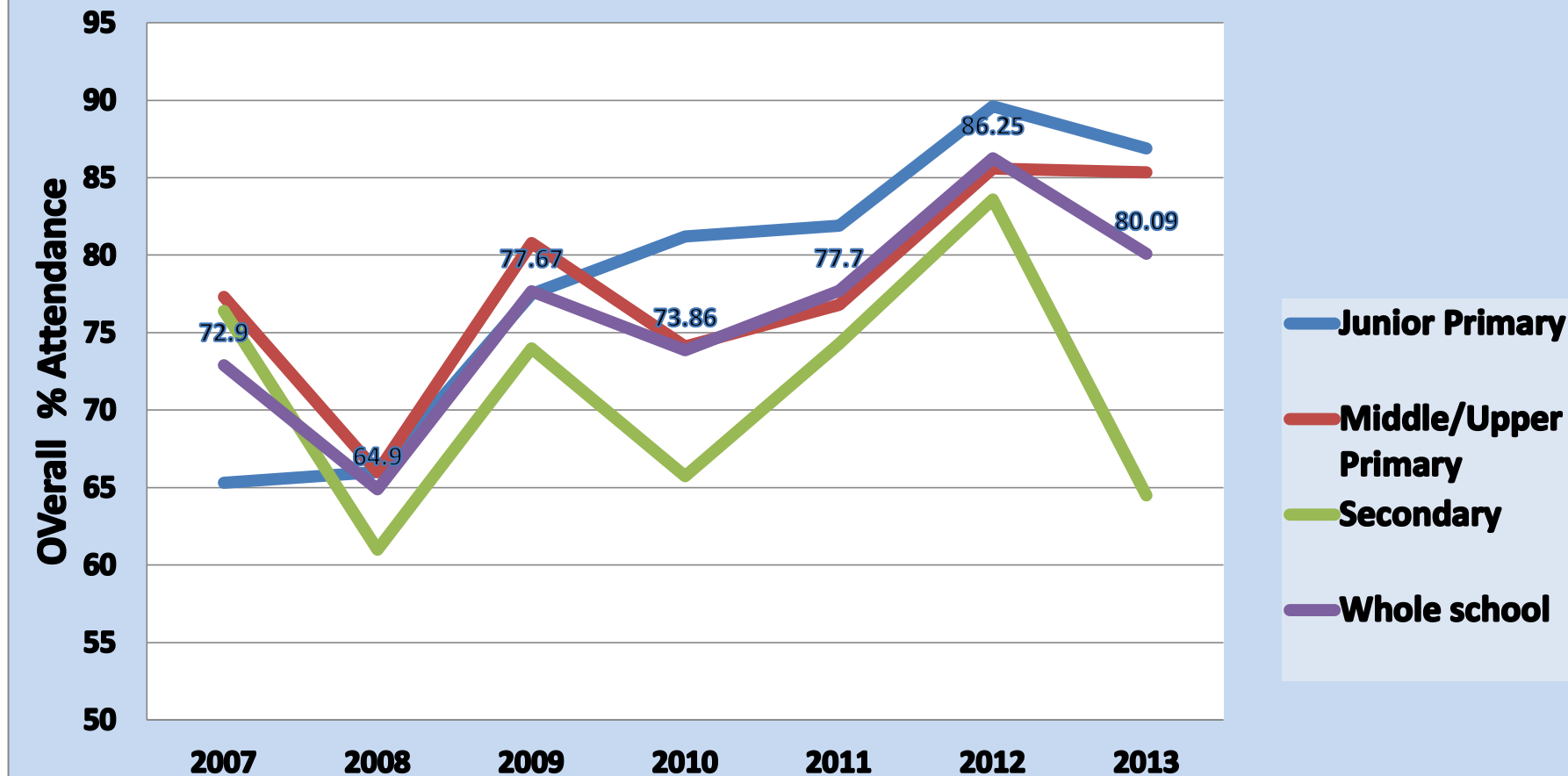
Table 1 – ID # 77250– Strelley Campus STAT

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:

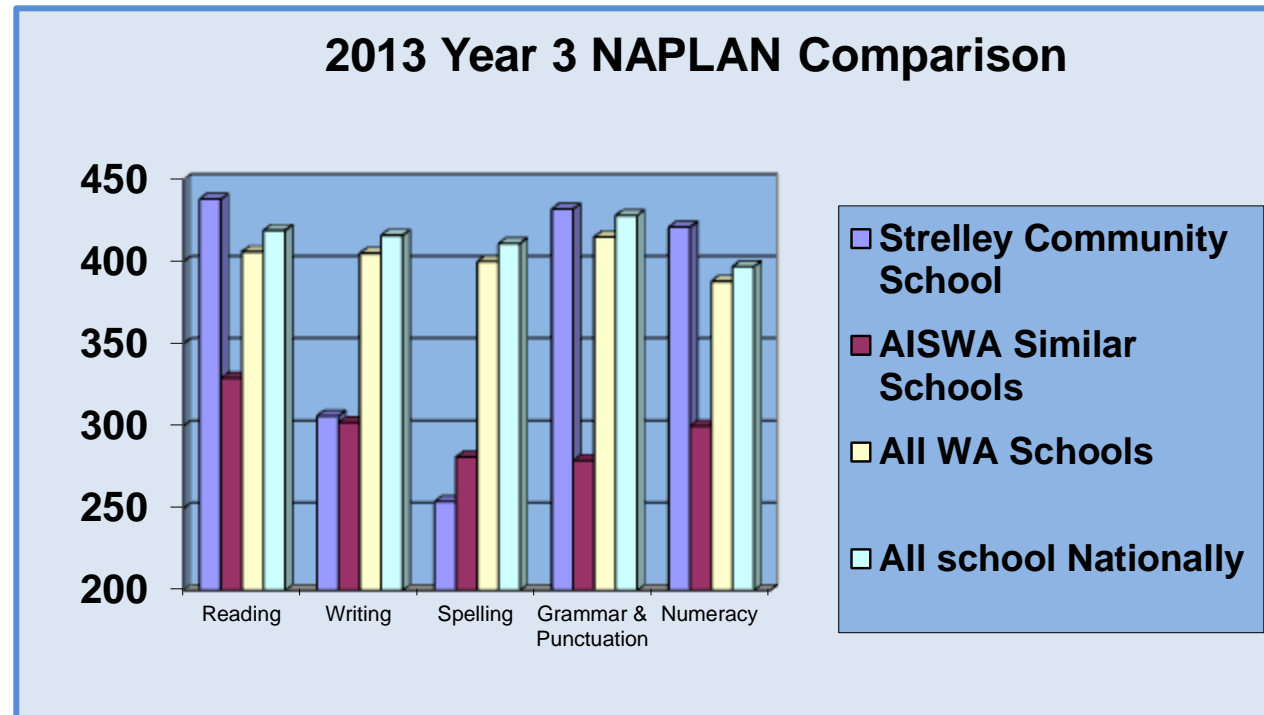
Since its inception in 1976, Strelley Community School has had a strong tradition of catering for the educational needs of its Indigenous students based on the expressed wishes of the school community and School Governing body. Parental, student, teacher and community support and satisfaction with the school and its programs is high with a great sense of pride and belonging. This commitment and pride in the school was extremely evident in the preparations leading up to and during the 2013 School Re-registration process. The DES Independent Review Panel duly noted the high level of parental, student, teacher and community support and satisfaction displayed whilst reviewing the school.

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.

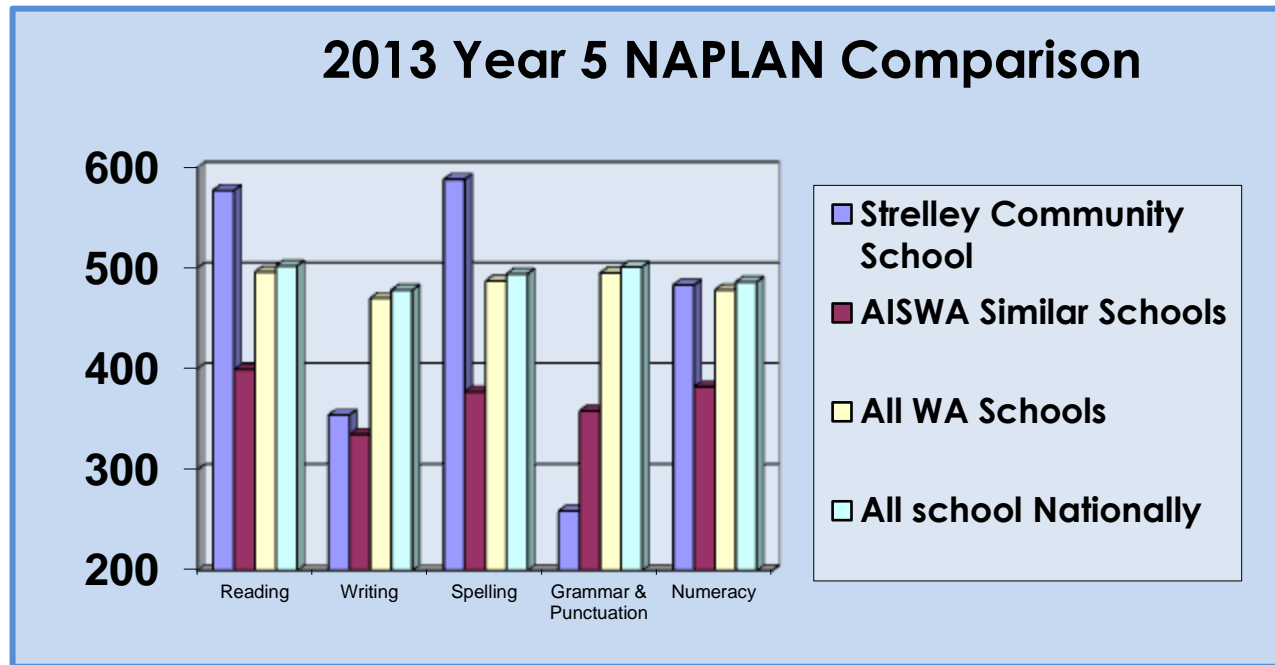
The high retention of Non-Indigenous teaching staff is a testament to teacher satisfaction.

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:

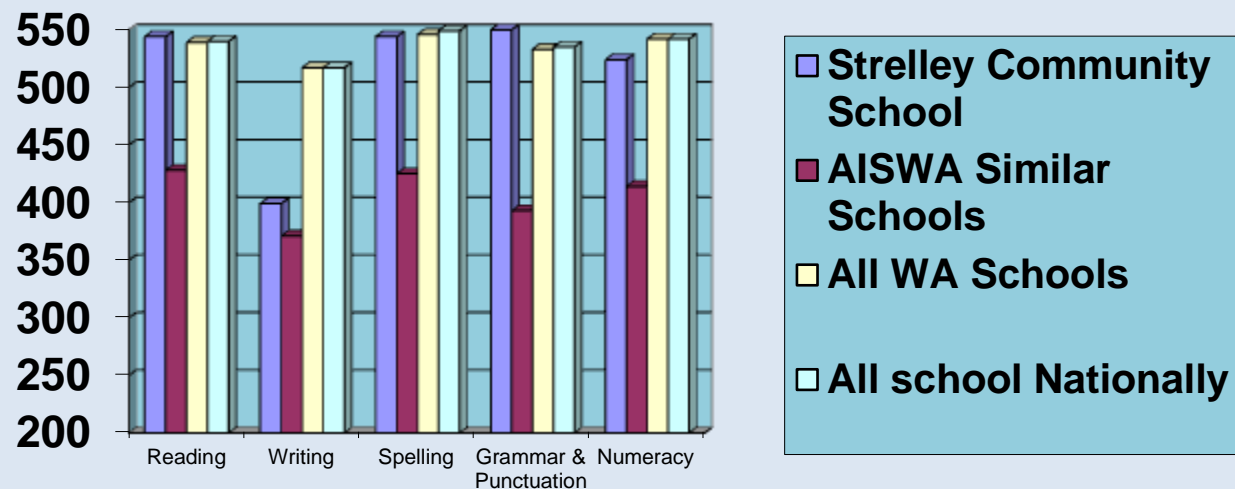
- Reading: 100%
- Writing: 80%
- Spelling: 60%
- Grammar and Punctuation: 100%
- Numeracy: 100%



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%

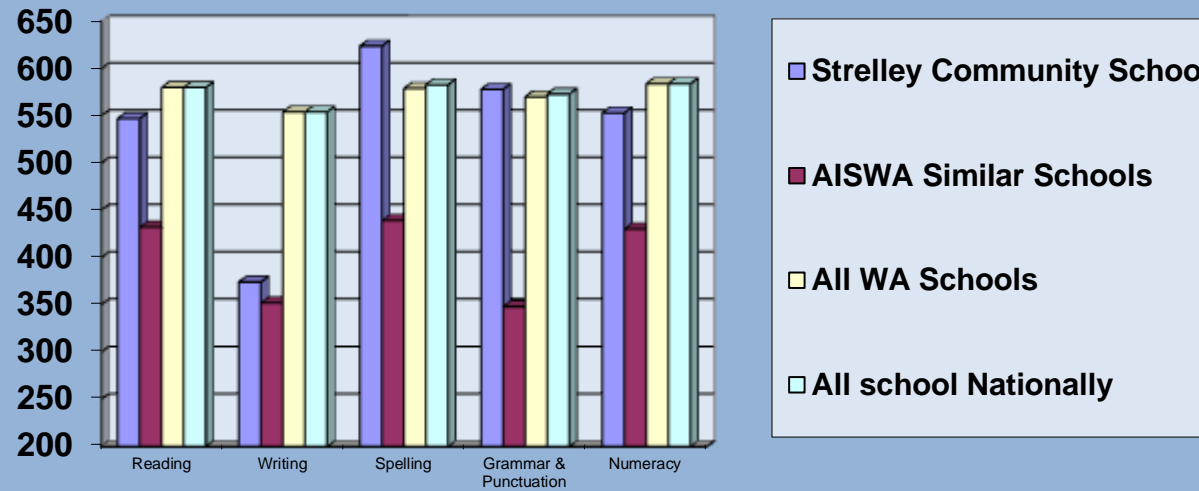
2013 Year 7 NAPLAN Comparison



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%

2013 Year 9 NAPLAN Comparison



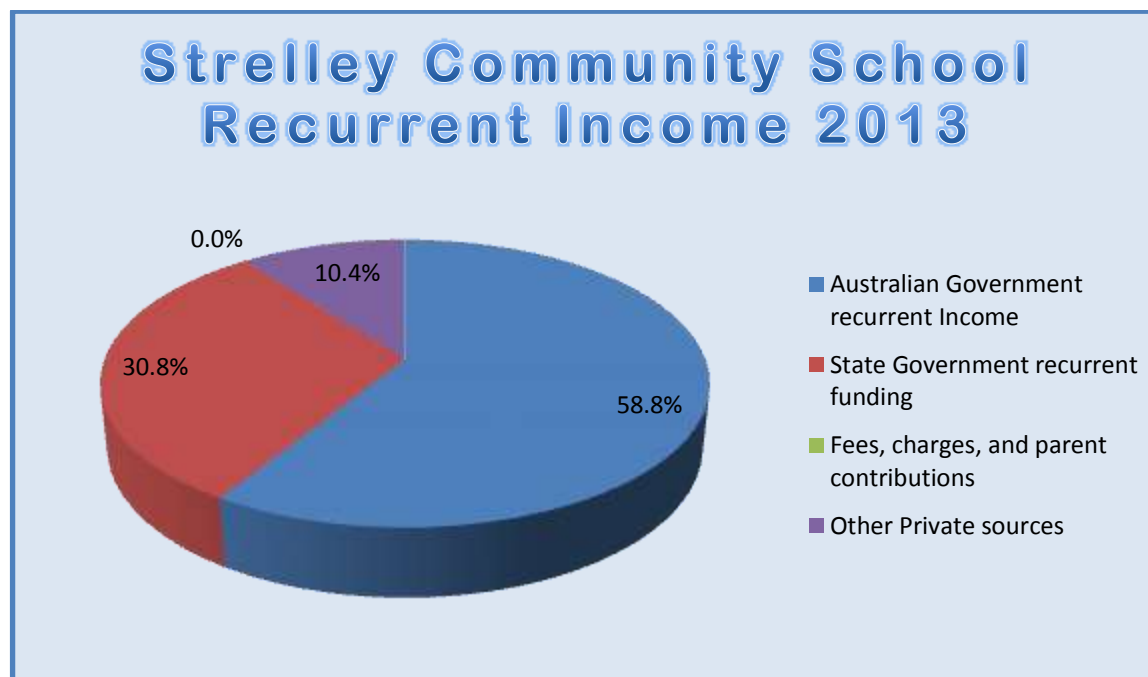
In 2013, the proportions of Year 9 students who met the Minimum National Benchmark standards or above are as follows:

- 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.