



# STRELLEY COMMUNITY SCHOOL - 2012 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:**

### **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 14 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. Although the school has run multiple-campus or annexes in the past, it is currently operating only one campus, this being at the Warralong Community, 160km south-east of Port Hedland between the De Grey and Shaw Rivers. The second campus, Strelley Campus, will resume 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. Two non-Indigenous teachers have already been appointed for the Strelley Campus and have been teaching at the Warralong campus since the commencement of Term 3, 2012.

### ***Students:***

Strelley Community School caters for Kindergarten to Year 12. School enrolments based on August Commonwealth and State data in 2012 totalled 83 students. The students in the 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 parties.

### **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)
- Diploma of Teaching
- Bachelor of Teaching (New Zealand)
- Grad. Diploma of Early Childhood
- Grad. Diploma of Secondary Education
- Bachelor of Arts (Language and History)
- Bachelor of Visual Arts/Fine Arts
- Master of Education Studies.

**Staff composition:**

Based on August 2012 Commonwealth Census data, Strelley Community School employed a total of twenty –seven teaching and non-teaching staff. The breakdowns of these positions are as follows:

**2012 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>	1	0.1
<i>Part Time staff – Non-Teaching – Admin and clerical (including aides and assistants)</i>	16	4.7
<i>Part Time staff – Non-Teaching – Buildings and Operations</i>	3	0.8
<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>	2	2.0
<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>	3	1
<i>Part Time staff – Non-Teaching – Buildings and Operations</i>	2	0.3
<b>TOTAL:</b>	<b>35</b>	<b>16.9FTE</b>

### Staff Retention:

Staff retention at Strelley Community School for 2012 has again remained relatively high.

Of the fifteen Indigenous staff employed in 2011, ten continued employment with the school in 2012. The five Indigenous staff did not continue to be employed in 2012 are no longer residing in the community.

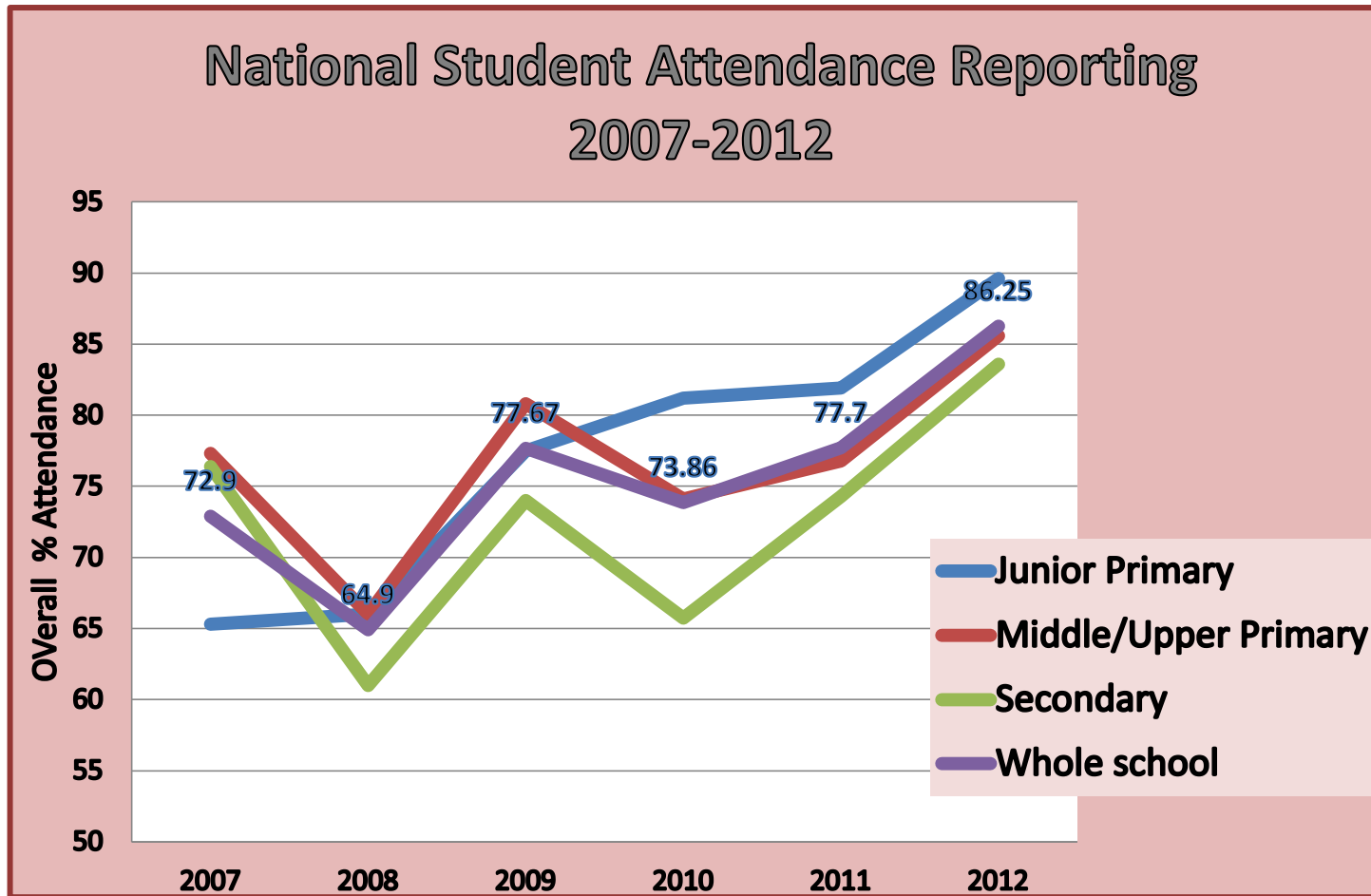
Of the twelve non-Indigenous staff employed in 2011, 100% continued employment with the school in 2012. Two non-Indigenous staff members left the school mid-year to take up employment with a mining company in another Indigenous Pilbara Community. Both staff members were replaced and these new staff members have agreed to continue in the school in 2013 as the new Strelley Campus teachers.

### 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 2011	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>	5	5	7	17	3	7	8	6	26	5	6	3	14	57
<i>Total # of days (Max 20 per std)</i>	88.5/100	95/100	121/140	304.5/340	49/60	122.5/140	127/160	163.5/180	462/540	83/100	101/120	50/60	234/280	1000.5/1160
<b>Overall %Attendance</b>	88.5	95	86.4	89.6	81.7	87.5	79.4	90.8	85.6	83	84.2	83.3	83.6	86.25

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



In comparing National Student Attendance Reporting Data 2007-2012, 2012 has recorded the highest average attendance rate for the whole school within this timeframe and this is an improvement of nearly 8.5 % in comparison to the 2011 Average Attendance Rate.

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

Strelley Community School works very hard with the community to improve and maintain high attendance 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; school holiday programs; and improved teacher quality initiatives has led to 2012 improvements.

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 is hoped that this will be possible in 2013.

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

Students were enrolled in Curriculum Council course units 2A of English as an Additional Dialect.

### **Post Year 12 Destinations**

In 2012, six students were enrolled in Year 12. Of these students:

- 33% have remained at the school in 2013 and are continuing their Year 12 education.
- 17% have assumed the role of carer for an elderly relative.
- 17% have moved to regional centres
- 33% have moved to employment.



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

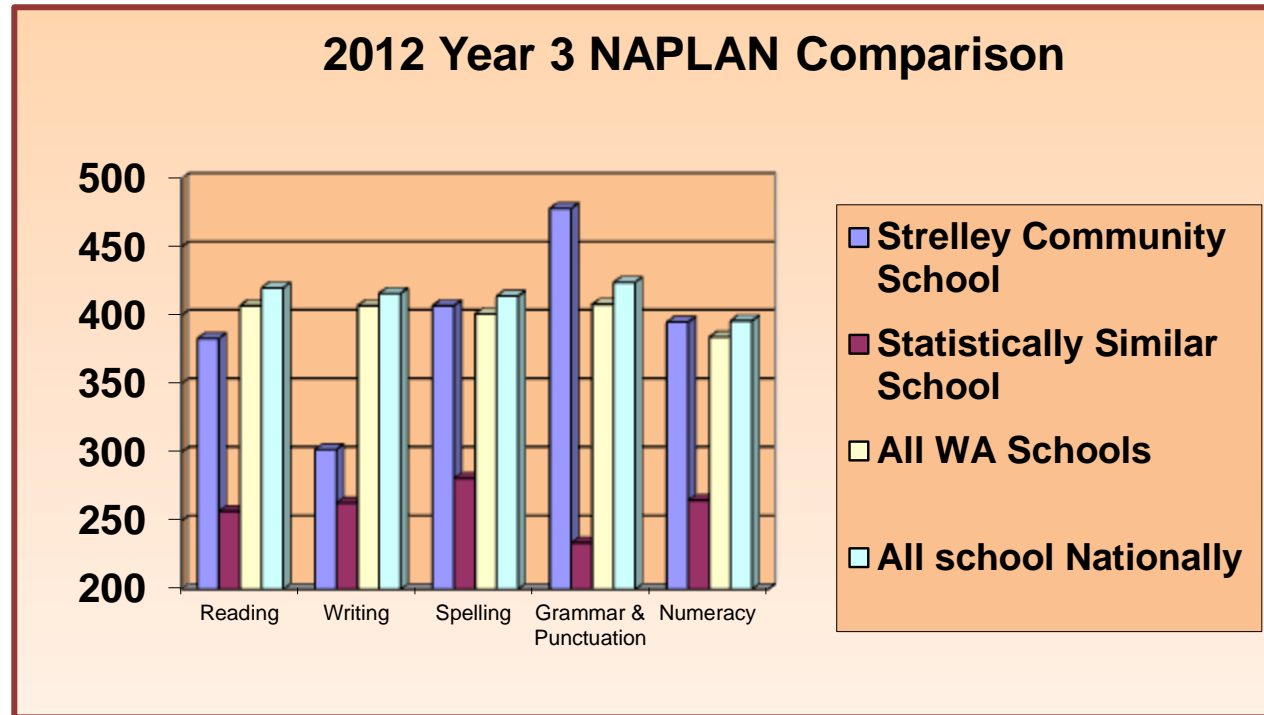
Since its inception in 1976, Strelley Community School has had a strong tradition of catering for the educational needs of its Indigenous students based on the expressed wishes of the school community and School Governing body. Parental, student, teacher and community support and satisfaction with the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

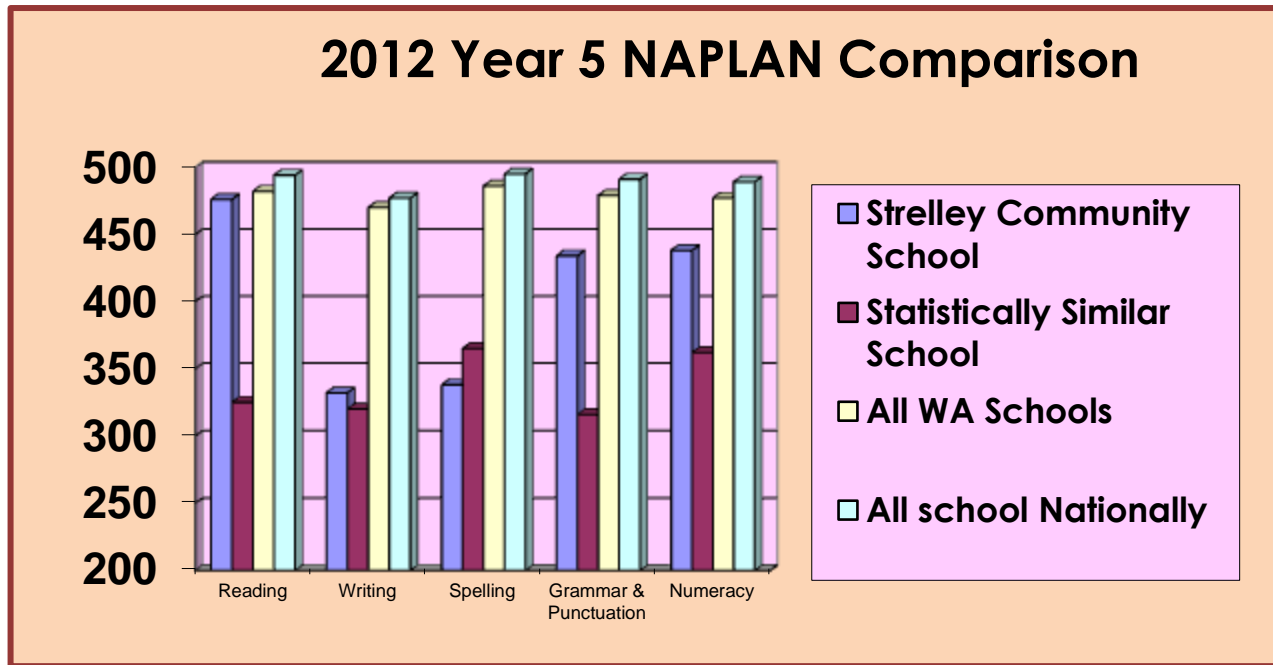
The high retention of Non-Indigenous teaching staff is a testament to teacher satisfaction.

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



In 2012, the proportions of Year 3 students who met the Minimum National Benchmark standards or above are as follows:

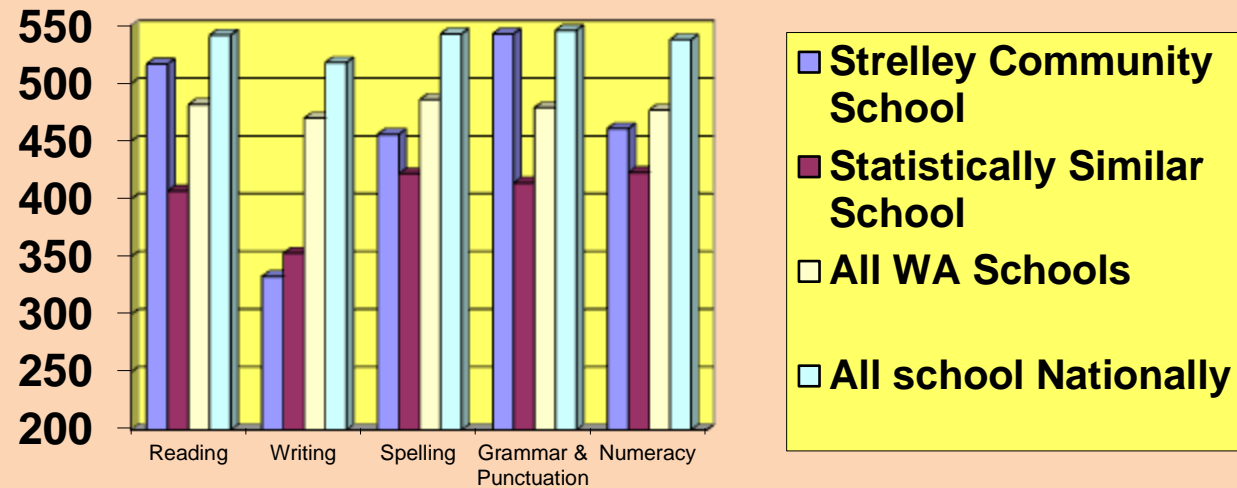
- Reading: 100%
- Writing: 100%
- Spelling: 100%
- Grammar and Punctuation: 100%
- Numeracy: 100%



In 2012, the proportions of Year 5 students who met the Minimum National Benchmark standards or above are as follows:

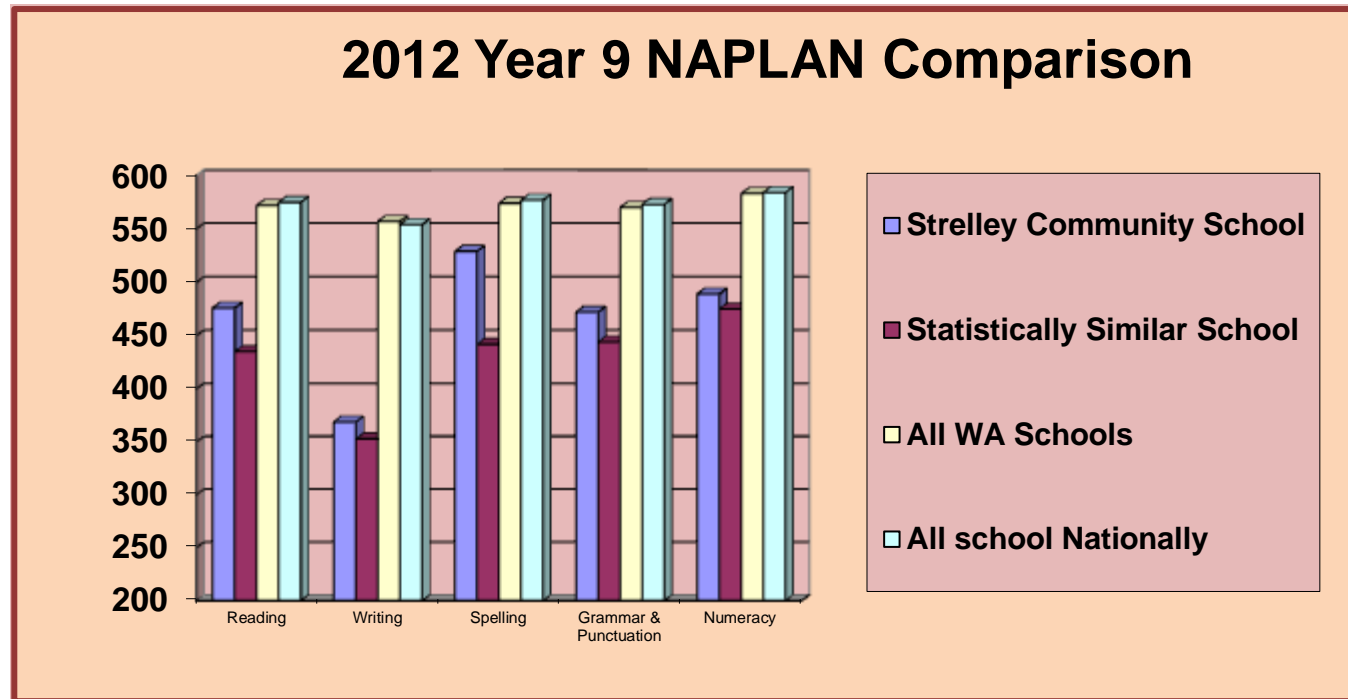
- Reading: 100%
- Writing: 0%
- Spelling: 0%
- Grammar and Punctuation: 100%
- Numeracy: 100%

## 2012 Year 7 NAPLAN Comparison



In 2012, the proportions of Year 7 students who met the Minimum National Benchmark standards or above are as follows:

- Reading: 100 %
- Writing: 0%
- Spelling: 67%
- Grammar and Punctuation: 100%
- Numeracy: 89%



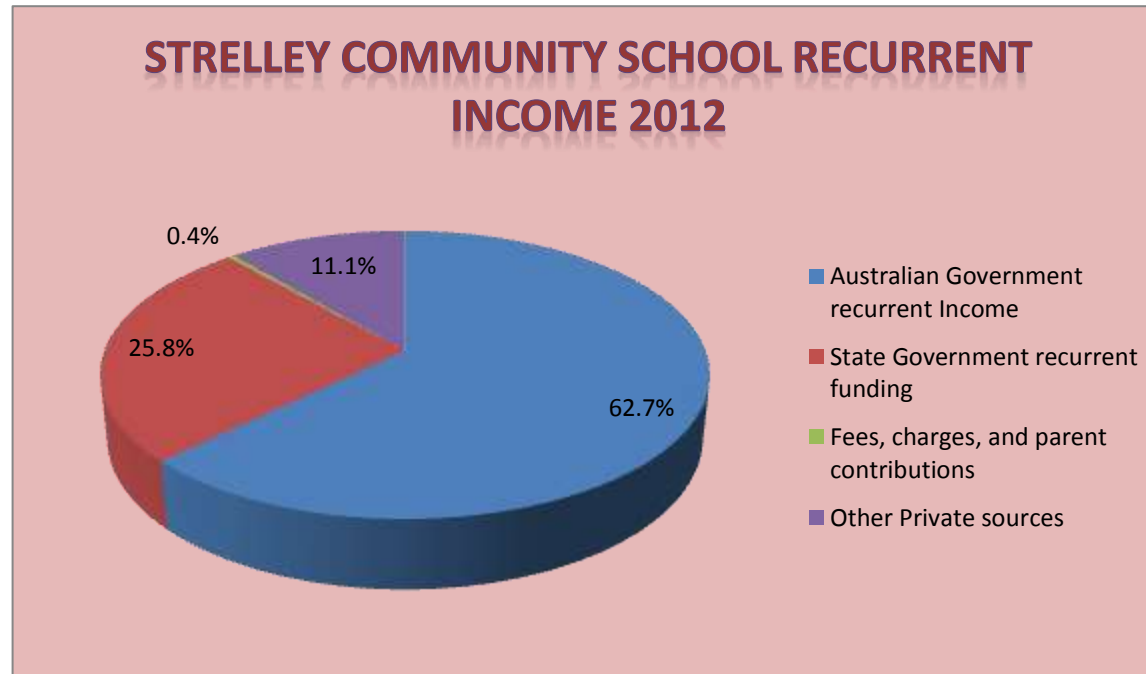
In 2012, the proportions of Year 9 students who met the Minimum National Benchmark standards or above are as follows:

- Reading: 60%
- Writing: 0%
- Spelling: 83%
- Grammar and Punctuation: 67%
- Numeracy: 67%

*Note: Data for the Year 3, 5, 7, and 9 NAPLAN Comparison tables were sourced from the AISWA Appraise Site 2012, 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: 62.7%
- State Government Recurrent funding: 25.8%
- Fees, charges and Parent contributions: 0.4%
- Other Private Sources: 11.1%



Note: The above table and chart summarises the recurrent income for 2012 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 June 2012.