Raukkan Aboriginal School and Pre-school

Annual Report 2014

Ngarni-yani yunti enani

Together we can do it
1. CONTEXT

School Name: Raukkan Aboriginal School and Pre-school

School Number: 0845 / 0166

Principal: Sue Sifa

Partnership: Coorong and Mallee

Raukkan School was built by Ngarrindjeri people with George Taplin, the missionary who selected Raukkan as the site for a mission, during 1859 and 1860. Stage 1 was completed on 2nd July 1860. Since that time the school buildings have been expanded and updated. Raukkan community celebrated 150 years of education at Raukkan School in 2010. Ngarrindjeri people are proud of their long commitment to education as crucial to their children’s future.

In 2014 all students enrolled in Raukkan School are Ngarrindjeri. Ngarrindjeri people live across their traditional country which includes the Murray River and Lakes, the Coorong and Encounter Bay. Raukkan Community is a significant centre for Ngarrindjeri people across the state, as it is regarded as the ‘home’ of the Ngarrindjeri.

The use of Ngarrindjeri language was forbidden. Since then there has been a revival of language and much research and reconstruction continues to the present day. Ngarrindjeri language is taught at Raukkan School. Students enter preschool after they turn 3 and generally their home language is a form of Aboriginal English which contains some Ngarrindjeri vocabulary.

Raukkan despite its proximity to Adelaide and larger communities such as Murray Bridge and Meningie is quite isolated. Most of the children’s lives are lived within the community itself.

Raukkan School is a Category 1 Index of Disadvantage site with a current enrolment of 25 students. The school has an Index of Community Socio-educational Advantage, (ICSEA) value of 625 (The average is 1000) The school has 2 primary classes JP – Pondi / Murray Cod Class and MP - Kungari /Black Swan Class and a preschool – No:ri / Pelican Class with 4 children enrolled in term 3. Enrolments have remained relatively stable for the last 3 years. In 2014 there were 21 children enrolled in the combined school and pre-school. All students are Aboriginal and eligible for School Card.

There continues to be some movement between Raukkan and larger localities such as Murray Bridge and Adelaide. The highest enrolment was 22, however 27 students attended the school at some time during the year. This transience has a significant impact on the learning of all children.

The school’s financial position is sound, upgrading the grounds and facilities continued across the year.
3. 2014 HIGHLIGHTS

Community events

Students are active members of the Raukkan community. They went to the clearing sale at the community farm to better understand how the community generates its funding. The community OP Shop gives the children a chance to apply their learning about money into real life purchases.

On Remembrance Day we joined in with the community to remember the many Ngarrindjeri men and women who have participated in the defense of Australia.

Community School Partnerships

School staff and community members have participated in ongoing discussions about goal setting and aspirations for Raukkan School as part of this community. We aim to have a written document which outlines the responsibilities of school, parents and community to be launched by mid-2015.

All Parents have been surveyed to discover what’s going well and what they believe needs to be further developed. This has influenced the objectives and design of the 2015 Site Improvement Plan (SIP) to improve accessibility for families.

Sport

All the children are interested in sport of many varieties. Children have continued to participate in a range of sporting activities. We were really grateful that Joan Rigney once again ran a series of AUSKICK sessions at school. The children also played at half time at an AFL game at Adelaide Oval.

This year we organised an extended swimming programme in term 1 at Tailem Bend Primary School. This enabled development and practise of swimming and other water safety skills. These are important skills for all students because we are located on the shores of Lake Alexandrina.

We took part in the Meningie Area School Athletics day. Students who achieved high enough scores or time went on to compete at the Upper South East district Carnival.

Students travelled to Murray Bridge to participate in a Coaching Clinic with Yvonne Goolagong. She is an outstanding role model and the children and their families were proud to meet her.
Inter-school activities

Over the past 3 years Raukkan School has worked with students and teachers from Adelaide High School and Wilderness School. A fundamental aim is to develop ongoing relationships between individuals. The secondary students are gaining real life experiences of Indigenous people and community and the Raukkan children are developing confidence in meeting people from other cultures whose daily lives, in Adelaide, are very different from theirs. As secondary students they also have skills to support Raukkan children with challenging activities.

This year Adelaide High came to visit Raukkan bringing with them literacy games they had created for the children. Wilderness girls visited us twice and helped us with craft activities. We then visited them at their Salt Creek campsite for cooking, swimming and good fun.

Tailem Bend Kindy visit

The No:ri children went to visit Tailem Bend Kindy. This was the first time they had played with so many children of the same age. We are looking forward to having Tailem Bend children visiting Raukkan in 2015.

Following the creation of partnerships across the statewide DECD system Raukkan was invited to join with Geranium and Coonalpyn Schools as 3 small schools within the Coorong Mallee Partnership. Our first combined activity was a Book Week celebration at Coonalpyn. It was great fun for all of us and by sharing in a range of year level activities all the children began to share ideas. For children from all 3 schools this was a rare opportunity to work with children the same age as themselves.

This was followed up by a 3 day camp at the El Shaddai Campsite at Wellington - an outstanding success. All of the activities focused on developing skills, self-confidence and team work. By joining together the children could access experiences that would have been too expensive for any of us by ourselves. Friendships between the children deepened and parents and staff had many chances to share ideas and experiences. We learnt that although our 3 communities are very different in many ways we have a lot in common too.
Coonalpyn School followed up with a visit to Raukkan in term 4. The children now greet each other as friends and we are all looking forward to continue this journey together in the coming years.

Health

Kungari and Pondi classes cook a healthy meal once a fortnight for the whole school. No:ri cook at least once a week. We share fruit every day. Children prepare their own lunches when we go on excursions.

We liaise with the clinic to ensure that all children have access to testing, eyes, hearing and immunizations. We attend the Health Fair at Murray Bridge each year. OPAL have supported us through healthy meals, assistance with recipes and the exercise bike smoothie maker at our end of term open classroom and shared lunches.

Keep it Corka visited us for 4 weeks and ran exercise and healthy lifestyle lessons which were both theoretical and practical.

Arts

We continue our daily singing sessions which help develop clear speech, reading skills and self-confidence. The children have been invited to sing at a number of events this year including Reconciliation Week opening ceremony at the DECD State Office in Adelaide, Murray Bridge Health Fair and Christmas carols in the Adelaide Central Market.

Concert

All the children presented the annual concert for families and the community. There were a variety of acts from synchronized swimming to the nativity play. Graduation awards were presented to children moving on to Meningie Area School and for the best attendance record.
4. SITE IMPROVEMENT PLANNING AND TARGETS

**Community**
Involved in the life of the school
Deepening children’s understanding of
- Ngarrindjeri culture
- Language
- Themselves as Ngarrindjeri leaders of tomorrow
Sending children to school every day ready to learn

**Teachers**
Deepening understanding of Ngarrindjeri culture and history
Engaged as lifelong learners
Accessing PD to improve their skills
Collecting and using data to inform their teaching of each child

**Intended Outcomes**

- **Literacy**
  - Measurable improvements in NAPLAN creative writing scores.
  - Measurable improvements in vocabulary and comprehension - NAPLAN, PAT-R
  - Measurable improvements in children’s - Reading levels to level 30
  - Lexile levels after level 30, running records
  - Measurable improvements in writing - EALD
  - In the Kindy children develop their understanding of reading and text conventions - Pre-Lit
  - In the early years children use oral language to express their needs and communicate with others
  - Pre-school literacy and numeracy assessment be completed to provide base line data.
  - All students to be attaining year level appropriate outcomes.

- **Numeracy**
  - Children can talk about their thinking
  - Children develop their knowledge of the language of mathematics.
  - Children develop multiple strategies so that they can choose the most appropriate for each task.
  - Children can use mental computation strategies.
  - Improved outcomes in NAPLAN numeracy tests.
  - All students to be attaining year level appropriate outcomes.

- **Assessment**
  - All students will be
    - Culturally strong
    - Empowered to determine their own destiny
    - Resilient
    - Engaged as lifelong learners
    - Setting and achieving challenging goals
    - Inquiring, thinking, problem solving
    - Persevering

- **School Agreements**
  - Personal Best
  - Mutual Respect
  - Kindness
  - Attentive listening
  - Safety first

- **Pre-Lit**
  - Jolly Phonics
  - Jolly Grammar
  - Lexia

- **Anne Baker Natural Maths**
  - Standardised, ongoing testing

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**S**

ite Improvement Plan 2015

<table>
<thead>
<tr>
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<th>Intended Outcomes - Numeracy</th>
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<td></td>
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<td></td>
<td>All students will be at school every day ready to learn.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School - a safe and happy place for everyone – student, staff, families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will experience positive and supportive transition programmes as they start Kindy, move from Kindy to School, move from Raukkan School to Meningie School.</td>
</tr>
</tbody>
</table>
Our fundamental goals are to close the gap between our students and the DECD bench marks for literacy and numeracy at mainstream schools. In the pre-school a daily Pre-Lit session orients and familiarizes students to the process of reading. Additionally students, as they are able, engage in writing and reading texts. Oral Language skills are developed through daily singing and through role play.

All school aged students participate in a daily literacy block which incorporates Jolly Phonics and/or Jolly Grammar. Students are encouraged to practise their literacy skills by reading at home every night. All students participate in daily singing which develops pronunciation and vocabulary. All teaching staff completed advanced Jolly Phonics training.

Students in Kungari class participate in at least 1 semester of MultiLit. This intensive remedial programme identifies areas of weakness and then uses targeted exercises to eliminate the weakness.
All school aged children took part in the Premier’s Reading Challenge. We have been participating for a number of years and children received different awards depending on how many years they have been taking part.

School aged children participate in a daily numeracy block based on Anne Baker Natural Maths pedagogy. This focuses on developing higher order thinking skills through solving real life problems. The class teachers engaged in Ann Baker Professional Development throughout the year.

While many students remain at levels below benchmarks a number of students are now performing at or close to benchmarks.

4.1 Junior Primary and Early Years Scheme Funding

Because student achievements are, not yet at, at least benchmark levels, they are all targeted by numeracy and literacy interventions. We have applied our funding to achieve very small teacher: student ratios so that teachers are able to better support and challenge each student in their class.

Yunti Time – Together Time

We took part in a trial project which expanded transition activities and focused on shared learning sessions between No:ri and Pondi children. These have continued after the end of the project. The longer transition experience has deepened children and teachers’ understanding and confidence in each other. The No:ri and Pondi teachers have been able to collaborate in consistent processes and learning experiences across the two classes to meet the needs of the individual students. All children have an Individual Learning Plan (ILP) which identifies short and longer term goals and through regular reviews updates these goals throughout the year. Parents are involved in these plans through parent teacher meetings each term.

4.2 Better Schools Funding

Additional funding for the school has been used to maintain small classes to ensure teachers can give intensive, targeted support for each child. All students have a regularly updated ILP developed and closely monitored by each class teacher.

All classes have an SSO who works to support the teacher as the children learn. We have initiated the Lexia learning programme for all school children which provides daily online practise of literacy skills. Progress in this programme is monitored by the class teacher. Areas of difficulty are flagged by programme and the teacher can then individually re-teach, revise or introduce concepts to fill the gap.

Teachers are provided with opportunities for professional development which is directly linked to the learning needs of the children. During the year all teachers completed an on line course in Jolly Phonics pedagogy. The school classroom teachers attended training in Ann Baker Natural Maths. All teachers attended partnership student free professional development days. We also funded regular meetings with Australian Curriculum officers to assess and refine teaching programmes.

5. STUDENT ACHIEVEMENT

Because student achievements are not yet at, at least benchmark levels, all students are targeted through individualized numeracy and literacy interventions. We have committed funding to achieve very small teacher: student ratios so that teachers are able to better support and challenge each student in their class.

Testing of children from years R-5 via Progressive Achievement Tests Reading (PAT-R) and Progressive Achievement Tests Maths (PAT-M) occurs each year. Student writing is assessed through
the EALD tools. Daily Multi-Lit sessions for the Kungari students allow an intensive focus for students whose literacy levels remain beneath benchmarks.

Support for assessment and student specific programmes is sought through regional student support services. Through Murray and Mallee Health services all children have had vision and hearing testing. These tests enable us to modify the teaching programmes to meet the needs of the individual students.

5.1 NAPLAN

Students’ results remain below benchmarks but they are more able to engage with the NAPLAN testing process.

6. STUDENT DATA

6.1 Attendance

Raukkan Aboriginal School 2014 Attendance %

<table>
<thead>
<tr>
<th>Class</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE</td>
<td>88.2</td>
<td>92.9</td>
<td>91.4</td>
<td>91.7</td>
<td>90.6</td>
<td>90.0</td>
<td>91.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90.7</td>
</tr>
</tbody>
</table>

Because of the very small numbers students’ illness or family travel to another community can skew the data. Generally students who are in the Raukkan community are at school.

Attendance Procedure

If a child is away for 3 Days without notification we will contact you by note ➔ contact you by phone/ or a home visit ➔ contact you by letter ➔ If we still have not had a reply we will have to inform the Attendance Officer .

We did not meet our target of 93% which therefore remains a priority.

6.2 Destination

Students completing year 5 usually continue their education at Meningie Area School. Students who moved away from Raukkan during the year transferred to other DECD schools within the state.

7. CLIENT OPINION

Internet coverage in this area is very poor; consequently few families in this community have access to the internet at home.

We are in the process of developing a School and Community Partnership agreement supported by Michelle Brown as part of the DECD Aboriginal Strategy 2013 – 2016. A component of that process was a face to face survey with all parents which was completed either verbally or in writing. Parents and family members were generally pleased with the direction school is moving in and highlighted areas for improvement.
This checklist has been shared with staff and will go on informing planning and practice for the coming year.

<table>
<thead>
<tr>
<th>PARENT CHECKLIST</th>
<th>YES</th>
<th>NO</th>
<th>It’s ok but could be better</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel welcome at the school?</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Do you know your child’s teacher – e.g. do you know more than her name?</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Do you feel you can talk to your child’s teacher?</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4. Do you help your child learn at home?</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. Do you want to be able to help your child learn at home?</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does the teacher help you to help your child learn?</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7. Would you like to learn more about what the children are learning?</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. jolly phonics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. anything else</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you get information about things that are happening at school?</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Does your child feel happy and safe at school?</td>
<td>5</td>
<td>2</td>
<td>sometimes</td>
</tr>
<tr>
<td>10. Do you think there is enough cultural awareness at the school?</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11. Is there anything you think your child should be learning at school?</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*My School website*

http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management

Our 5 School agreements are Personal Best, Safety, Kindness, Mutual Respect and Attentive Listening. These are the focus for our behaviour management strategies. We aim to celebrate good learning and support for each other and use deliberate processes for students who are behaving outside these guidelines. We use Ask, Tell, Act, steps to facilitate student’s own reflections and to allow them to change their behaviours.

8.2 Relevant History Screening (*formerly Criminal History Screening*)

All staff have completed the DCIS screening and Responding to Abuse and Neglect (RAN) training. Additionally many members of the community have completed this screening and RAN training so that they can be involved in school activities and camps. Records of training and dates for renewal are kept at school. Community members can complete the online updates at the school.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.
<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>5</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### 8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>3.60</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

### 9. FINANCIAL STATEMENT

**Income by Funding Source**

Please see appendix for the final 2014 Profit and Loss Statement.