DECD

Report to Anangu Schools Model Development Reference Group

Far North and Aboriginal Lands Region

Peter Chislett
13/8/2013

Version 4

Table of Contents

Section 1: Introduction and Key Recommendations

Executive Summary

This report provides information collected following intensive consultation from February through to July 2013 with key stakeholders regarding a future model for operation of Anangu Schools from 2014.

This project has been directed by the Chief Executive, Department for Education and Child Development (DECD).

The report also provides a suggested model that could commence from the start of 2014, based upon feedback received and opportunities for improvement in structure and key processes that could occur. The model is also based upon known contextual influences occurring within DECD.

This report (Version 4) has been upgraded and modified following additional feedback on Version 3 that occurred at the Reference Group meeting held on July 31st 2013. Version 3 resulted from consultation sessions that occurred on 2nd and 3rd July 2013 during the Alice Springs Anangu Schools Conference and a Reference Group meeting that occurred on July 31st. Version 2 of the report was itself upgraded following consideration by the Reference Group on 6/5/2013 and feedback provided by other stakeholders in the two weeks following the Reference Group's meeting.

Research Base

The author of this document (the consultant) has framed this document around an understanding of educational research, organizational excellence, and the most recent research on Aboriginal learning engagement that became part of the study required to develop the 'model'.

The consultant acknowledges the ongoing feedback that has been provided throughout this process through the Reference Group, the established 'closed 'Facebook' site, a number of individual and group submissions and a larger forum consultation at the Alice Springs conference. These views have been incorporated in this Version 3 Report.

Requirements

The Chief Executive of the Department for Education and Child Development (DECD) has asked that a new model of operation of the Anangu Schools be developed in consultation with key stakeholders, including Anangu School communities, leaders and staff. This request was predicated on the imperative to quantifiably improve the education and wellbeing needs of children and young people living in the identified communities.

The following parameters were provided by the CE and RD Far North and Aboriginal Lands as essential requirements for the Model:

- A Collaborative Schools Model will operate from the beginning of 2014
- All principals and Governing Councils will facilitate the Model (the Model will apply in all Anangu Schools)
- The Model will apply to all levels of schooling and include the Wiltja Program
- The Model will integrate broader system requirements underpinned through the formation of the DECD and the interagency model
- The Model will need to operate within the context of a '48 week school year', consistent with the purpose of the new Department.
- The principle of collaboration underpins the Model and will drive processes and structures.

The Consultation Process

- Consultation has occurred at all Anangu Schools and communities over a total of three weeks in February and March 2013. This is a continuation of the meetings carried out during 2012 with the Chief Executive and the Regional Director with PYEC.
- Discussion has also occurred at Anangu Schools Leaders Meetings (2) and staff professional learning meetings at Ernabella on 1st and 2nd March.
- Consultation has occurred with a relevant range of individuals external to the Anangu Schools (e.g. past leaders in the Anangu Schools and agencies currently involved in supporting Anangu School staff and Anangu families)
- Consultation and interim report at PYEC at Umuwa on 5th March 2013
- A report was prepared for Reference Group (week 1 Term 2) and other feedback was received in the two weeks after this meeting via a 'Facebook' site established for this purpose.
- In addition, separate submissions were received via email from Anangu School staff, individual teachers, principals and interested educators from outside DECD via email. The consultant responded to each one of these responses.
- Consultation sessions on the morning of 1st July, the afternoon of 2nd July and the morning of 3rd July during the Alice Springs Anangu Schools Conference.
- Research into models and or visits to see the models operating in the Northern Territory, Western Australia and New South Wales.

Consultation Discussion Topics

A large number of discussion topics helped to inform a possible future Model. The list below was provided to Aṉangu Schools to support discussion.

Learning Focus
- Leadership
- Quality Teaching
- Professional Learning
- AEW training & support
- Curriculum Coherence
- Senior Secondary
- Secondary - Middle
- Wiltja Program
- Intervention and Support
- Attendance
- Early Years
- Student Wellbeing
- Aṉangu Language & Culture
- English Literacy
- Maths
- Science
- Community Capacity Building
- PYEC & Governance

Structural Support
- Leadership
- Governing Councils
- Staffing
- Facilities – inc security & maintenance
- Accommodation (staff & visitors)
- ICT
- School Calendar

DECD and Regional Support
- Leadership
- Project Teams
- Support Locations
- External Agency Interaction
- PYEC role

Structural Support – Resource Management
- HR Process – Recruitment, Induction, Selection, Retention
- Resource Allocation
- Financial Management
- Ernabella office
- Northgate office
- Port Augusta Office

Key Consultation Questions

The following broad questions were used during the consultation period to gather information from key stakeholders:
- What things currently occurring in the Aṉangu Schools would you believe important to preserve as part of the future Model?
- What sorts of services do you believe important to establish to better meet the needs of learners and families?
- What features of a Collaborative Model do you believe are important to establish to ensure its sustainable success?
- What threats or dangers could get in the way of a successful Model being implemented?

- What opportunities could exist under a Collaborative Model arrangement?
- What personal fears or anxieties do you have when you think about a Model and its development and implementation?

Guiding Principles and Essential Outcomes of the New Model

The operational definition being used for 'principle' is taken from the Oxford definition 'fundamental truth as the basis for reasoning'. This means that the following 9 aspects need to work together to ensure integrity of the model and provide the platform for any evaluation of direction or policy impact. Together they are the 'drivers' of the ASN 'system'.

1. Students are at the centre of all that we do
2. Anangu Governance and decision making
3. Support for Anangu employment and training
4. Connecting the community with the school to maximise engagement and pursue learning through a cultural and educational nexus
5. Flexible systems designed to support cultural and family obligations
6. Partnership with families to engage with educational programs with a particular focus on the early years. (N.B In this report "Early Years" refers to the programs that operate to support children from Birth to age 8 years, typically to year 2 in school.)
7. Anangu students access educational entitlement of 200 school days
8. Efficient and effective use of resources to deliver improved academic achievement and wellbeing outcomes
9. Student voice and safety

Key Recommendations

The following recommendations are considered to be required Key Recommendations to ensure the initial establishment of the proposed ASN Model.

Appendix 1 refers to a number of other recommendations that are explained within this report.

R1:   Key guiding principles should be determined as a basis for the Anangu Schools Network (ASN) and include those stated on page 3 above.
R2:   An Anangu Schools Network statement of philosophy should be agreed – at least in draft form – by the end of 2013 and affirmed in 2014.
R3:   Yalata and Oak Valley Anangu Schools are included in the Anangu Schools Network.
R4:   The Anangu Schools Network model is established and operates on a 'no reduction in funding' approach for Schools, FSA offices and CAFHS services
R5:   PYEC provides corporate governance and strategic direction to the Anangu Schools Network.
R6:   An ASN Principal Executive Management Group (PEMG) ensures all strategic directions and agreements are implemented, reported and communicated at all levels.

R7: A 48-week school year is developed and commenced in 2014.

R8: Staff are appointed to an individual school within a defined hub of schools in the ASN to allow more flexible staff deployment.

R9: Principals are appointed to the Anangu Schools Network with two broad responsibilities:
   a. Responsibilities for their local school site and
   b. A broader responsibility to support network priorities
   These requirements are reflected in each J&P for principals.

R10: Families SA and CAFHS are an integral part of the new model which is developed to allow a more predictable support process for staff, students and families. The specific model and resourcing should be clearly described before the end of Term 3 2013 and should make use of current work occurring within DECD and agreements made.

R11: PYEC is involved in all principal appointments and broader ASN (not individual school) leadership appointments.

R12: Efficient use of human resources is a priority including charter flights where appropriate and the regular use of ICT / video-conferencing to minimise un-necessary travel.

R13: Detailed costing of the proposed model occurs to ensure that the new model and arrangements can be funded from within the existing funding allocation methodology for Anangu schools. This will include an assessment and funding implications of implementation costs and investment to support the proposed model and provision of advice of how the model can be implemented over time.

R14: A review of teacher housing needs within the ASN occurs, consistent with the resourcing needs of the ASN model and in conjunction with R13. This review needs to incorporate a review of the current operation of the Residential Tenancy Agreements for DECD staff with government housing.

R15: An integrated model of secondary education is developed, consistent with the principles and structure of the ASN.

R16: An integrated model for early years is developed in cooperation with DECD to ensure that early years programs are known, appropriately resourced using relevant guidelines and consistently applied across the ASN.

R17: A review of leader classifications occurs consistent with the role for principals under the ASN model.

R18: A policy regarding Pitjantjatjara language and culture in the ASN curriculum is made to respond to the evidence of research of the centrality of culture & language to the learning needs of children and also to directly support a more aligned and culturally relevant curriculum for all students.

R19: A structured and formalized program of AEW support and training and development is developed and implemented from 2014. This could include leadership training for Anangu Coordinators and youth.

R20: A formal and robust process for monitoring of, and evaluation of, the ASN model is developed and implemented from 2014 as a key responsibility of ASN Governance and Management.

Section 2 Background and Demographic Context

The Department (DECD) has had a presence on the APY Lands since the early 1970s. Anangu Education Services (AES) was established in 1993 as a service organisation within the then Department of Education and Children's Services (DECS) to meet the educational development needs of the Anangu communities of Australia.

Anangu Education Services (AES) works collaboratively with PYEC and is responsible for the development, delivery and monitoring of preschool and school education to students living in communities on the Aboriginal Lands.

Education services are provided through Preschools (CPC's), school sites the Wiltja Secondary Program in Adelaide and the Trade Training Centre at Umuwa.

AES supports the school sites concerned with staffing, management, curriculum and support services. AES operates offices in Ernabella and at Northgate in Adelaide where service provision from the wider DECD services are facilitated.

School Enrolments and Attendances.

My School Website
Attendance - 2008 - 2012
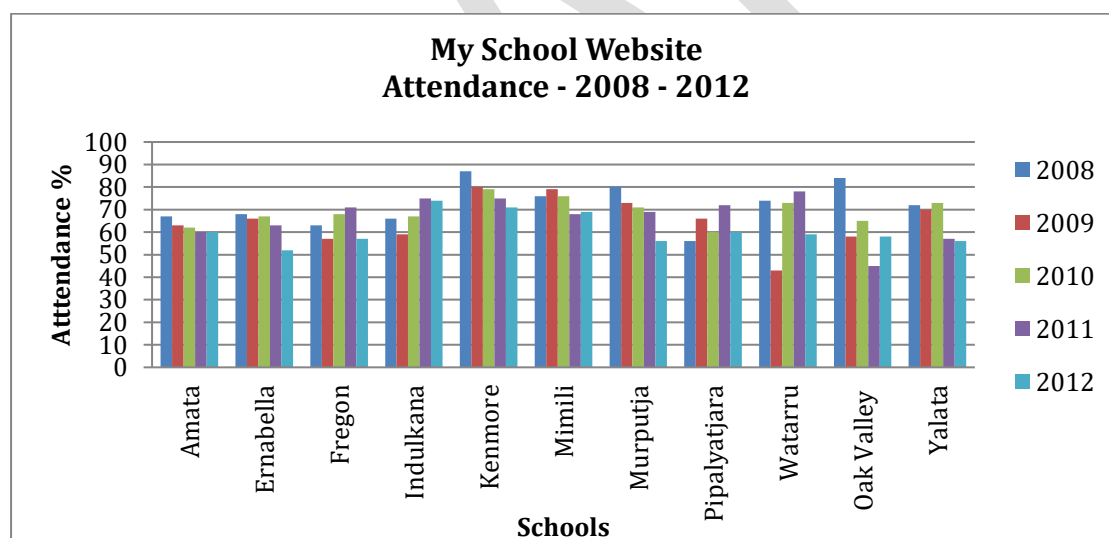
Percentage Attendance rates of each School site:

	2008	2009	2010	2011	2012
Amata	67	63	62	60	60
Ernabella	68	66	67	63	52
Fregon	63	57	68	71	57
Indulkana	66	59	67	75	74
Kenmore	87	80	79	75	71
Mimili	76	79	76	68	69
Murputja	80	73	71	69	56
Pipalyatjara	56	66	60	72	60
Watarru	74	43	73	78	59
Oak Valley	84	58	65	45	58
Yalata	72	70	73	57	56

Student Enrolments

My School Website
Student Enrolments 2008 - 2012
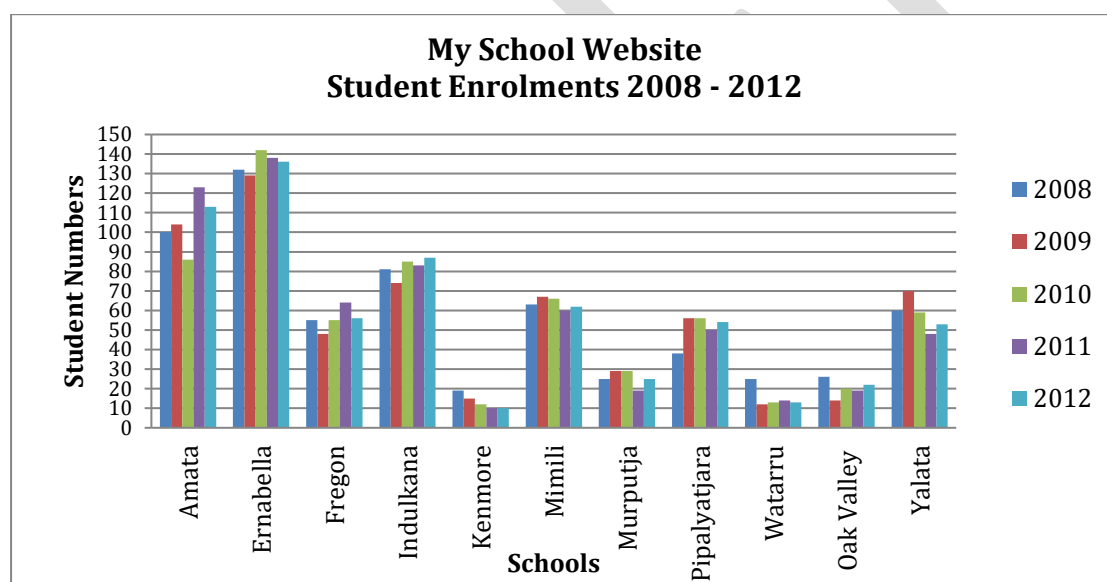
	2008			2009			2010			2011			2012		
	Boys	Girls	**Total**	Boys	Girls	**Total**	Boys	Girls	**Total**	Boys	Girls	**Total**	Boys	Girls	**Total**
Amata	45	55	**100**	52	52	**104**	50	36	**86**	66	57	**123**	61	52	**113**
Ernabella	57	75	**132**	57	72	**129**	67	75	**142**	67	71	**138**	69	67	**136**
Fregon	23	32	**55**	23	25	**48**	24	31	**55**	28	36	**64**	29	27	**56**
Indulkana	38	43	**81**	35	39	**74**	41	44	**85**	37	46	**83**	38	49	**87**
Kenmore	11	8	**19**	8	7	**15**	7	5	**12**	4	6	**10**	4	6	**10**
Mimili	24	39	**63**	27	40	**67**	26	40	**66**	27	33	**60**	26	36	**62**
Murputja	16	9	**25**	19	10	**29**	17	12	**29**	12	7	**19**	18	7	**25**
Pipalyatjara	12	26	**38**	29	27	**56**	31	25	**56**	26	24	**50**	25	29	**54**
Watarru	17	8	**25**	8	4	**12**	9	4	**13**	8	6	**14**	7	6	**13**
Oak Valley	14	12	**26**	6	8	**14**	12	8	**20**	11	8	**19**	12	10	**22**
Yalata	29	31	**60**	32	38	**70**	24	35	**59**	20	28	**48**	19	34	**53**

School Retention

Aggregated Apparent Retention Rates for Anangu School sites:

	2008	2009	2010	2011	2012
Year 8 to 12	36.8%	29.4%	77.4%	41.5%	62.2%

- Apparent retention rates are the percentage of students in Year 12 compared with the Year 8 students enrolled four years earlier.

- Due to their apparent nature these data should be interpreted with caution, particularly at small area levels such as school or region. This is because a range of factors (see below) affecting the rate are not taken into account. These factors are more significant when calculating the rate at small area levels such as the case of the Anangu Lands schools.

- Due to the high mobility of this cohort, some students may no longer be enrolled in an Anangu school for Year 12 although they may be still enrolled in Year 12 at a school external to the Anangu Lands.

- Rationale for increase in Apparent Retention rates:
  The current rate of retention of students from Year 8 to Year 12 in Anangu school sites has been highly variable for a range of social, cultural and economic reasons (e.g. The high levels of mobility of many families moving outside of the Anangu communities to other communities and regional centres has ongoing negative impact on rates of student attendance and retention. It is estimated that high levels of family mobility impacts on 25% to 35% of all school age children in the communities on the Anangu Lands.

- Also due to the small numbers at each school in this cohort, minimal changes in student numbers may have a large effect on the schools apparent retention rate.

Governance of Schools

Governance of education on the APY Lands commenced when policy and operational control was granted to Anangu in 1987 and 1992 respectively, by then State Minister for Education and Minister of Children's Services, The Hon Greg Crafter LLB MP. PYEC makes all major policy decisions for the Lands schools.

The Pitjantjatjara Yankunytjatjara Education Committee (PYEC) was formed under the umbrella of APY Lands Council. PYEC is made up of 45 members from the 9 school communities (3 community representatives, 1 Anangu Coordinator, 1 Anangu staff member). Each school is run in a joint management arrangement with a Principal and Anangu Coordinator. The Anangu Coordinator at each school ensures that family representatives attend a second tier of governance being the Governing Council meetings.

In addition to these duties, PYEC has governance responsibility for the Wiltja and Trade Training Centre Programs.

Each school is run in a joint management arrangement with a Principal and Anangu Coordinator.

- Anangu Teachers operate in 5 classrooms on the APY Lands
- Anangu Coordinators work collaboratively with each school principal.
- Anangu Education Workers work collaboratively with teachers in every classroom.
- These positions are not funded by DECD. These are paid through savings to employ the maximum number of AEWs.

Current Support Services

A full time position of Manager of Support Services and 0.5 Hearing Services Officer currently work out of AES. (0.4 Speech Pathology and 0.4 Psychology are currently vacant). Speech Pathology services are shared between the speech pathologists in the Far North.

The Hearing Support Officer has approximately 155 students with disabilities (Hearing). There are about another 200 students referred for hearing support. The 11 school sites have currently 163 Students with Disabilities.

Data from 2012 are as follows:

- 82 referrals for Attendance.
- 2 referrals for Aboriginal Inclusion.
- 26 referrals for Disability Services.
- 47 referrals for Speech Pathology.
- 10 referrals for Social Work.
- 51 referrals for Psychology Services.
- 355 referrals for Hearing Support.
- 34 referrals for Behaviour Support

Ongoing difficulties occur regarding the ability of AES to staff available vacancies.

Current Staffing

All school sites are responsible for appointing staff through the local selection process. There are two programs that help to support the recruitment and retention of teachers.

- Student Teacher Practicum Placements with six Universities that carry out Teaching Practicum placements ranging from 2 to 7 weeks.
  In 2012 approx. 42 students participated in practicum placements
- Compulsory Induction Program for all staff new to the Aboriginal Lands. Beginning Teachers are paid to attend (HPI rates). There is wide coverage of topics with a focus on Pitjantjatjara / Yankunytjatjara cultural and language awareness.

Housing Considerations

Housing stock at all sites in the Aboriginal Lands is limited with the only supply available through Building Management, Accommodation and Property Services within the Department of Planning, Transport and Infrastructure (DPTI)

All housing at all school sites is rent-free for teachers. Some communities have adequate housing and staffs do not need to share. In some communities staff have to share including a couple having to share with a single person. A lack of visitor accommodation in most communities means that staff also have to accommodate visiting personnel.

There are discrepancies in housing 'policies' between government departments. For example FSA staff are not required to share and there are examples where lands based FSA workers live alone in 3 bedroom houses. FSA staff from outside the Anangu communities stay in allocated housing at Umuwa. This is not currently available to DECD staff.

Current Early Childhood Delivery

The Aboriginal Lands Schools offer (Feb 2013) a Birth-3 service in every community except Kenmore Park and Oak Valley.

Currently the services are:
Indulkana – purpose built centre operating part-time – On-going funding from DEEWR. They receive CaFHS support.
Mimili – re-designed shed and own outdoor area – funded 3 yearly by FaHCSIA. Playgroup operates a minimum of 5 mornings per week, 40 weeks per year. CAFHS also supports programs.
Fregon – Army to build new facility in 2013. They have a DEEWR funded playgroup, which is to operate a minimum of 16 hours per week. Contract to be reviewed in June 2013.
Ernabella – DECD COAG funded Aboriginal Children and Family Centre and FaHCSIA funding. They operate for 12-15 hours per week. They receive CaFHS support.
Amata – Purpose built Early Learning Centre. Operates part-time but tries to remain open in the afternoons when possible. They receive FaHCSIA funding for the playgroup the same as Mimili. Negotiations have begun to investigate ways that DEEWR can fund the centre as they do Indulkana. They receive CaFHS support.
Murputja- Soon to begin a DEEWR funded playgroup, which is to operate a minimum of 16 hours per week. Contracts to be reviewed in June 2013. No separate facility but will begin in the newly renovated preschool.
Pipalyatjara - a DEEWR funded playgroup which is to operate a minimum of 16 hours per week. Contracts to be reviewed in June 2013. Looking for a facility in Pipalyatjara & secured a site in Kalka from DFC.
Yalata – receives funding under the old JET crèche scheme from FaHCSIA which, when able to recruit staff operates for approximately 20 hours per week. Parents are able to leave their children. Yalata will be negotiating with

DECD to include their purpose built facility for B-3 into the new Preschool, which is to be built this year.

The obvious complexity of the funding of early years programs from a variety of agencies, as described above, have presented challenges for sustainability of programs and longer term planning required to build improvement.
Preschool for children between the ages of 3 to 5 or 6 years of age:
Preschool programs operate in every site, providing 15 hours or more per week of preschool from 9 am – 12:00 or 9am -1:00 at all school sites.

Current Ernabella Office Staffing

1. *PYEC Executive Director* (PC01) is a Ministerial salary position with the tenure from January 2012 to January 2015. The Director of PYEC supports and provides advice for dealing with Anangu staff and families, selection panels and induction for new staff.
2. *School Improvement Coordinator* (PC04) is funded by DECD.
3. Manager, APY Trade Training Centre (APY TTC) (PC05) is funded as part of the current 'multi-campus' initiatives carried out and therefore funded through Anangu Schools funds.
4. Literacy Project Officer (PC02) is a joint(ASN) Schools funded multi-campus initiatives (also funded by schools)
5. SSO 4 Finance Manager / Bursar is a Lands Schools (ASN) funded multi-campus initiative (funded by schools) – supports schools based SSO's and multi-campus initiatives including financial manager for APY Lands Swimming Pools.
6. SSO 5 ICT Manager is based in Port Augusta (2012) and is an ALD (ASN) Schools funded 'multi-campus' initiatives (funded by schools).

All Anangu Schools, including Yalata and Oak Valley, contribute to fund these positions under the multi-campus' initiatives.

Other Jurisdictional Models considered

Northern Territory Model
a) **Group School Model** - 10 schools in the Lassetter Group School Model (south west of Alice Springs and north of NT border) are resourced with a Group School Principal (Executive Level), Assistant Group School Principal, Special Education Teacher, ESL Coordinator, ASO4 Finance Officer, ASO1 Admin Officer, Early Years Teacher, Secondary Teacher all located centrally in Alice Springs and a separate Teaching Principal for each of the ten schools. Each Teaching Principal has a 0.8 teaching load.
Six Group School arrangements exist across the Northern Territory to support approximately 70 schools. All schools offer preschool to year 12 where numbers dictate, although secondary education is mainly offered through a secondary college model. Each school within the Group School operates as a stand-alone site with all administrative support provided centrally. Each school is staffed and funded independently of each other based on their attendance (not enrolments)

This model is not recommended by the consultant because of the lack of an Anangu governance model, the context of very small schools (overall) in the NT and the lack of a reliable data base to form conclusions that would support it being able to be translated in to effective implementation in SA Anangu Schools. Funding models are also quite different between the two states with NT funding based upon attendances rather than enrolments.

b) **Nyangatjatjara College** - an independent Anangu College at Yulara – governed by an Anangu Board who meet monthly. The CEO of the College is appointed by the Board. Nyangatjatjara College was originally established to provide secondary boarding education but in more recent times has provided site based secondary education in Docker River, Mutitjulu and Imanpa. This is a hub and spoke model. Initially designed on a term by term rotation to cater for girls and boys. The model failed to deliver results hence recent changes. There is an independent Director on the Board who provides advice. The Board deals with strategic planning and financial issues, although it is trying to become more involved with curriculum delivery. Finance is obtained through the Commonwealth Department of Education Employment and Workplace Relations (DEEWR). One of the challenges is having quality people on the Board. A lack of sustainable funding arrangements with the Commonwealth also proves a major challenge.

Western Australia Model –
c) Eleven schools in the Goldfields Group (south eastern Western Australia) operate under the 'single schools' model. This model started three years ago being re-modeled on the NT Group School model and has no Anangu Governance structure. All staffing, including Principals occur through Perth Education Department. There is a deliberate policy of appointment of staff for very short tenures – often only 12 months. Finance is held centrally within a Goldfields Office. Staffing of the schools has been problematic and staff transition has been quite high. Staff are appointed to 3 year tenured arrangements only. Staff may be considered for re appointment in special circumstances and must re-apply to the Kalgoorlie based Director for an extension. Schools are staffed in a similar arrangement to South Australia. The role of Principal has been redesigned to have a stronger instructional leadership and community engagement focus through a centralization of administrative responsibilities. A hub principal approach is operating where a principal has been appointed across a cluster of schools within the broader structure. A formal departmental review of the structure in 2009 described a lack of positive outcomes occurring through this model and associated inefficiencies that decreased morale and community identity.

New South Wales Model
d) **Connected Communities -** Connected Communities is a new approach in developed in NSW to improve the delivery of education and training in 15 communities and is built on good governance, effective leadership and

genuine community partnerships. Each of these communities have been invited to join the strategy. Schools involved in the strategy will work in partnership with their local community and be strengthened to operate with increased autonomy. Executive Principals will establish a School Advisory Council to provide advice to support the delivery of quality education and training to meet the needs and expectations of the students and the school community. Executive Principals will be appointed for 5 years. They will be appointed 3 months before they take up their appointment. Each school has a Community Partnerships Leader which is a dedicated Aboriginal position and an Aboriginal Languages and Culture Teacher selected and endorsed by the community – not a qualified teacher. An Executive Director will appoint principals and be responsible for the implement of the strategy with the community. A key component of the model is the flexible staffing, school organization and curriculum. An emphasis is on removing some of the inflexibility that can straight jacket leaders and restrict their capacity for innovation and being responsive to community needs and aspirations (e.g. staffing of schools). An underpinning principle in this particular model is that under-performing schools are appointed a highly paid principal to create 'turn-around schools'.

South Australian Model
e) **Eastern Fleurieu School and Kangaroo Island Community Education (DECD)**

Both of these schools operate as multi-campus schools within a number of different communities.

Each has one principal and a campus head at each campus. Each school operates with one governing council and parent advisory groups at each campus. Financial management is undertaken through one overall budget for each school and campuses are allocated an operating budget. Campus heads are directly responsible to the school principal. There is a relatively short distance between each of the campuses for each of the schools. Each school has one strategic plan.

School leaders have responsibilities for cross-school initiatives as well for program implementation and achievement of standards at their base campus. Each school tries to ensure that the campuses collaborate together 'as one school'. It has been reported that some 'disquiet' exists with some parents in some smaller communities that they do not have sufficient autonomy to satisfactorily meet the contextual needs within their own communities.

Aboriginal Lands Model
f) PYEC is a governance body recognized as having operational and policy control for sites on the APY Lands but it is clear that principals operate in a highly devolved arrangement with similar degrees of autonomy to other principals across the state. Schools operate as single entities with some cross school initiatives. These have been largely necessitated as a

response to issues and concerns or Commonwealth related initiatives such as the Trade Training Centre. School Principals are remunerated at levels commensurate with their peers with levels calculated on enrolments and complexity. Little account is taken of the increased complexity and the breadth of the role which now covers 0-18, plus adult education (e.g. AnTEP). As with other states the attraction of experienced leaders to these school sites is highly problematic. PYEC determines the priority areas for Anangu Education and local community governing councils are expected to support these goals through school based plans that consider local context. In recent years there has been a growing expectation that Anangu Schools operate within the broader regional DECD structure, including overall responsibility of the Anangu Schools via the Regional Director, Far North and Aboriginal Lands.

<u>Section 3   Proposed Anangu Schools Network (ASN) Model</u>

The following model for the governance, structure and operation of the Anangu Schools in DECD is proposed and based upon the feedback and discussion presented in Section 4 of this report.

Governance

Based on the feedback during the consultation it is clear that PYEC must remain as the overarching governance body for the Anangu Schools. DECD has recently announced school networks as a model to replace regions[1]. As such the collaborative model will now be referred to as the Anangu Schools Network (ASN). The model must also take account of Families SA and Children and Family Health Services (CAFHS) and integrate them into the governance arrangements.

PYEC is a unique feature of the existing arrangements that separates South Australia's Anangu Schools governance from other jurisdictions. It is also important to Anangu and has been formally approved by the SA Government (refer Appendix). There is also much research evidence around the importance of Indigenous governance in providing the appropriate bridge between cultural imperatives, student learning and engagement.

A PYEC Constitution (updated in June 2013), referred to as 'The Rule Book' provides the governance framework and objectives for PYEC. These objectives are described broadly:
- Provide governance and leadership in education for Anangu Schools
- Provide governance and leadership in education and care for Anangu Early Childhood Services.

In addition, the Constitution describes the 'Executive Committee Members' where a minimum of 5 directors and maximum of 12 Directors can comprise the Executive.

The ultimate effectiveness of any governance arrangement is manifested in the appropriateness of the structure and the effectiveness of the processes within this structure.   Under a highly collaborative and tightly coupled governance and management arrangement, the following aspects need to be present:
- A clear philosophy or set of key beliefs for Anangu Schools must form a necessary basis for structures and processes and the approach used by all staff, leaders and governing bodies. Such a philosophy should include a statement on ASN purpose, key values and vision for the success of the ASN. J&P's for leaders and role statements for teaching staff should directly refer to this statement. The statement should also address Anangu

---

[1] The terms 'networks' and 'partnerships' are currently both used in DECD documentation. The word 'networks' has been chosen as the preferred one in this report.

culture & learning and address current confusion re policy and rationale. The role of PYEC and the time afforded to do this will increase the likelihood that PYEC will be able to influence and shape the values and learning styles used in Anangu Schools. Current useful and relevant examples for early years settings are included in Appendix 3 and Appendix 4.

- A structure and associated processes to protect and support the integrity of Anangu leadership through PYEC (Board). This includes the clear description of roles and responsibilities, alignment of different groups within the total structure and allocation of responsibilities. The PYEC Board will need to meet a minimum of twice per term. PYEC forum would continue to be featured as a consultative mechanism with communities once per term.

- A structure and associated processes to ensure PYEC (Board) strategic directions are operationalised across the Anangu School Network using effective policy and process implementation (see below).

- A Director of Education and Child Development (ASN Director) or Lead ASN Principal (either would support the ASN model proposal) would support PYEC to develop rules, relationships, systems and processes governing the PYEC Board including Board appointments, removal, resignation and disqualification.

- Existing Anangu Coordinators should form the inaugural Board and Governance arrangements need to be in place to ensure differentiation between their roles of director, stakeholder and Anangu Coordinator.

- The PYEC Board should meet with representatives from communities who come together once per term for a PYEC Forum. This supports sharing of ideas and effective communication.

- Given the complex environment and the increasing demands upon PYEC, it is important that 'directors' are supported in good governance practice in areas such as ethics, sustainability, corporate social responsibility as well as stakeholder expectations.

- Increased support is needed for PYEC governance to occur in this way and the appointment of an Executive Officer and interpreter will be necessary.

- The PYEC has already stated (e.g. PYEC Forums and PYEC Executive) that it wishes to promote effective and sustainable governance by building processes to support senior students in to the governance process.

- All Principals need to be part of an ASN Principals Executive Management Group (PEMG) to provide effective alignment between the governance structure and the successful implementation of ASN policy.

- All principals should be jointly responsible through their role definition for the operational implementation of ASN strategic directions and DECD policy. Their J&P statement will need to state that their leadership in the ASN have key responsibilities of improved student performance and DECD compliance requirements of their own site, as well as joint executive management of ASN.

- Effective communication and management protocols underpin the success of the PMEG and it is envisaged that two support structures will need to exist to do this:

- o The support of an Executive Officer for PYEC and PEMG who will ensure coordination of agendas, minutes and follow through of actions determined
- o The presence of an ASN Executive that will be comprised of key representatives from PYEC Board, PEMG and Director ASN. This group will ensure alignment between policy and practice.
- Likewise Families SA and CAFHS will need to be integrated within these governance arrangements and form part of the ASN Executive Management Structure.
- The ASN system needs to operate irrespective of who is the principal or who is on PYEC. This ensures new directors, principals or teachers appointed to the ASN are bound by the policies and strategic directions of ASN.
- The ASN guiding principles (Page 4) are necessary to provide direction to the development and implementation of the ASN model, including decisions made through the governance and leadership structure.

Leadership & Management

The strength of the ASN is evidenced in effective governance, management and leadership. The governance structure is underpinned by strong mutual accountability principles. Similarly the management structure is comprised of the following features:
- Principals are co-managers of the ASN and share responsibility for effective management of ASN resource deployment, particularly ASN programs. These include the APY Trade Training Centre[2] (APY TTC), Wiltja Secondary Program and all programs that are designed to benefit students and families of the ASN.
- Principals are also expected to be effective leaders of programs and people within their own schools. Principals will be responsible for effective implementation of agreed ASN programs and provide feedback through a process of reporting to PYEC on a regular basis regarding the progress against strategic objectives and other agreed measures of school improvement and effectiveness.
- The creation of an ASN Business Manager will be necessary to support principals to be more effective educational leaders by removing those administrative arrangements that could be better handled in a 'cross ASN' approach. Examples reported during the consultation were H&S audits and their follow up, maintenance requests and their follow up, project management for major works, bulk ordering where this was seen by the PEMG as an advantage.
- Principals will need to be supported by the principals' line manager (ASN Director or ASN Lead Principal). The chief role of the ASN Director (Executive Level consistent with new DECD structure) is to:

---

[2] This report is written in such a way that it assumes that Yalata and Oak Valley are part of the ASN. Consequently the terminology of APY (Anangu Pitjantjatjara Yankantjatjara) is not generally used. However the TTC is formally described as APY TTC for funding purposes and so is written in this way in this report.

- Line manage Anangu School principals
- Lead the development of focussed educational leadership in all sites
- Induction of school principals and other key ASN leaders
- Support ASN governance, leadership & management structures
- Lead the implementation of the ASN strategic plan in cooperation with PYEC.
- Liaise with government and non-government agencies, DECD senior officers both State and Commonwealth jurisdictions regarding policy issues that impact upon the ASN directions.

- Leadership density and curriculum support is a critical issue. The development of four hubs - geographically located – should be formally established as part of the ASN to build leadership density and provide curriculum support and alignment. Proposed hubs are:
  - Yalata/ Oak Valley
  - Indulkana / Mimili
  - Fregon / Ernabella/ Kenmore Park
  - Amata/ Pipalyatjara/ Murputja / (Watarru).
- It is envisaged that in an aligned ASN, common priorities for professional learning will occur across all schools and be supported through strategic leadership that occurs within hubs. In this way, structured professional learning of the highest possible quality could support staff. Hub curriculum leaders would ensure that high levels of collaborative planning between them would promote consistent application of standards of professional learning and curriculum implementation in classrooms.
- Aligning the Anangu Schools Network within a metro-partnership arrangement (e.g. Woodville High School, Windsor Gardens Vocational College, Cowandilla Primary School and other targeted volunteer schools) provides significant opportunity to build the capacity of leaders, new graduates and mentoring and coaching options. It also provides an avenue for building professional social responsibility, cross-cultural learning and reconciliation.
- DECD standards for leadership and teaching should be used across all Anangu Schools and be the basis for performance management and support.
- The requirements of the 48 week school year will also require active consideration of leadership support for the principal over the totality of a year. This aspect is further considered later in this report.

School Year and Timetable

Please refer to the commentary on page 31 regarding this topic and the approach being advocated to pursue this DECD requirement. The vast majority of features of the ASN model being proposed in this report do not rest on any particular model of the 48-week school year (also referred to as 'Access 48 – see page 31).

Staffing
- Staff should continue to be appointed to individual schools; however, flexible staffing arrangements should be described in J&P's and upon

recruitment that allow for the flexible deployment of staff to the greatest point of need within a hub of schools in the unlikely event that this becomes necessary through significant community demographic changes. Specifically, where there are examples of significant numbers of families moving to different communities for (e.g.) a number of weeks thereby potentially creating need for additional teachers in that school). These should be within defined hubs of schools and travel requirements minimised. Key ASN curriculum appointments (eg within hubs) will have some travel as a normal part of their work arrangements.

- An ASN HR committee should be established which reports to the Principals' Executive Management Group in order to manage all ASN staff appointments. This will avoid duplication and promote a quality approach across all ASN schools. Currently much duplicated effort occurs and each principal goes through the same process with a school based committee using (often) the same list of potential staff members.

- All ASN staff (Principals, Teachers, SSO's and other staff appointed to the Lands) should be tenured for 3 years. Re- appointment is not guaranteed and all staff will need to negotiate new tenures through the ASN Director. In other words staff will be able to re-apply at the end of the three year tenure. Concern has been expressed by the Australian Education Union that the ASN would be disadvantaged compared to other DECD schools because teachers would not seek such appointments under these arrangements. However, it is the belief of the consultant that if appointed staff were provided permanent DECD appointment after three years this concern would be mitigated. The key structures and processes underpinning the proposed ASN model should, if implemented appropriately, result in professional work environments that better support teachers, leaders and other staff to effectively fulfil their roles.

- Teachers appointed to Anangu Schools and who fulfil their three-year tenure should subsequently be permanently employed at a school or pre-school within DECD.

- Principal classifications should be reviewed in light of the changed and increased responsibilities within the ASN model.

Financial and Resource Management
- The ASN model is prepositioned around tightly collaborative governance, leadership and management structures.
- Under the ASN model schools should continue to receive funding in line with existing industrial arrangements such as the student centred funding model. This funding is non-flexible because it is bound by industrial agreement.
- In order to achieve the strategic intent and directions of ASN a new transparent funding model should manage supplementary funding not governed by industrial arrangements. For example funding to meet the special needs of children and other Tier 2 funding, Commonwealth grants and RAAP funding. Whilst a flexible approach should be used the PEMG should ensure the appropriate application of this funding is tied to individual students or for defined purposes.
- PYEC will need to determine strategic priorities and outcomes in consultation with the Chief Executive DECD. The Principal Executive

Management Group (PEMG) will need to work collaboratively to manage the supplementary funding to achieve agreed outcomes and targets.

- As part of the annual budgeting process the supplementary funding needs to be agreed by PEMG and ratified by PYEC. At the local site level, governing councils will need to ratify the site-based allocations.

- In situations where salaries or finance designated for agreed school based programs cannot be deployed at a point in time, the Principals Executive Management Group should make decisions regarding other ways to support needs and fulfil requests for ASN priorities. (These initiatives are sometimes time limited).

- The proposed ASN model should operate on a 'no reduction in funding' principle for Anangu Schools. One reason for this is to ensure that the current 'well-over-establishment' AEW appointments that most schools are making to ensure appropriate bridging with Anangu culture can continue. It also supports one of the key under-pinning principles of ASN (Anangu Employment). (Currently Anangu Schools are funded for AEW's consistent with Aboriginal enrolment for all DECD schools and principals are making their own decisions to increase this dramatically. Schools are far and away the major employers of Anangu in Anangu communities).

- Given concerns that have been expressed on a number of levels (including politically) PYEC and PEMG will need to be active in addressing the strategic use of accumulated funding in existing school SASIF accounts. The consultant was informed of many examples where significant expenditure was used to 'acquit' funding and the majority in the areas of facilities. The Principal Executive Management Group should be more actively involved in providing commentary regarding expenditure of these funds in consultation with the ASN Director in order to more effectively match expenditure with ASN goals and priorities. As is the case for the ASN model proposal in general, this will require each principal adopting a stance of co-manager of ASN when supporting decisions that are in the best interests of children ad students of the ASN (not just their own school). For example, consideration will need to be given to the overall standards existing in various schools in a range of areas (e.g. facilities, curriculum standards, teacher quality, behavioural learning, etc) so that decisions can be made to ensure success for all. Under this 'shared ASN responsibility' arrangement, it would be wise that PYEC and PEMG develop a working guideline that principals table intended expenditures of more than a certain amount (e.g. $50 000) at PEMG.

- Given this context, budgetary and financial management should remain the responsibility of the ASN and schools. Overall budgetary and financial management is also the responsibility of the ASN Director, and school Principals will be responsible for delivering the agreed outcomes and targets in accordance with agreed funding allocations for each school.

- The Department for Education and Child Development (DECD) currently provides a 'bureau service' for the processing of financial transactions for several schools. This includes payment of accounts, completion of bank reconciliations and Business Activity Statement processing. Other schools have indicated an interest in being part of this arrangement.

- Administrative processes e.g. enrolment and processing of information into the EDSAS Student Staff School (SSS) application should continue to be the responsibility of the ASN schools.

Section 4   Key Themes Arising from the Consultation Process

In general the following major points were made during the consultation process. Additional commentary is provided by the consultant where considered relevant and helpful in understanding the proposed model in Section 3.

Collaborative Endeavour
- Collaborative endeavour has been a trend over the past decade between the schools. Examples include Wiltja Secondary Program and the Trade Training Centre. In personnel terms examples include the appointment of an IT consultant. All such decisions have been initiated by broad discussions at PYEC level and between school principals. The process has been characterised by school resources/ finances being centralised to achieve common goals.
- The majority of schools have described other opportunities for collaborative endeavour in the future. These include the use of a common curriculum with articulated key standards, a clear description of the ASN approach to literacy and numeracy, a common assessment framework and a common student data base which allows access and input by all ASN educators. A range of other opportunities is also described in the table below.
- Although the development of a more collaborative school model was generally viewed as a positive initiative, anxieties and fears were expressed around a model that distracted from the perceived key need for each school to preserve its own identity – with its own principal and its own financial resources to provide the flexibility to meet particular community based needs.
- Yalata and Oak Valley communities see it as essential that they are part of the ASN. Since they comprise the same family groups as in the northern schools, this is considered appropriate. This view is strongly supported by PYEC.

Curriculum

General
- A declared and approved scope and sequence for all curriculum at all year levels, including standards developed from the Australian Curriculum, needs to form the longer term basis of teaching and learning programs and professional learning in the ASN. This view was strongly supported during consultation. This would ensure sustainability of programs over time and be the focus for outcomes to be achieved by curriculum leaders.
- The nature of the scope and sequence would need to be developed in conjunction with the centrality of Anangu culture within ASN curriculum.
- Currently, data on student attendance would indicate that many students (up to 20% in some communities) attend school rarely. The consultant's own observations during the three weeks in all of the Anangu communities showed a noticeable number of children and young people of school age not at school during school time. It is easy to trivialise reasons for this and

they are many and complex; however the relevancy of curriculum being offered and the confidence and ability of teaching teams to facilitate this learning were raised as issues during consultation and will need active consideration under the ASN model.

Teaching and Learning
- Following the release of the initial consultative document (Version 1) of the ASN report there has been a request for comment regarding issues of teaching & learning. The ASN model itself is proposed to support high quality teaching & learning through effective leadership, governance, professional learning structures and processes that support an aligned and effective system of Anangu Schools. However, like any good organisation it needs to rest and operate on a clear set of values, purpose and vision for success. This is clearly described in one of the key recommendations in the Report.
- There is a plethora of contemporary research, discussion papers and policy that guides educators and their thinking. In DECD there are significant documents being used that guide professional endeavour and which educators find very supportive for professional dialogue and improvement efforts in the classroom, school and system. These include (amongst many others):
    - Australian Curriculum as per the ACARA website
    - National Quality Standards
    - Respect, Reflect, Relate
    - Teaching for Effective Teaching & Learning (TfEL)
    - DECD Improvement & Effectiveness Framework (DIAf)

Currently there are a number of key pieces of research and educational thought that have influenced contemporary thinking and policy. These are expanded in Appendix 5 of this report.

In the context of Anangu Schools and the proposed ASN model the following topics have arisen in during the consultative process and have been referred to in the report, particularly in Versions 2 and 3.

1. Connections between the school and the community
    a. Most educators who have provided feedback recognise the need for the strongest possible connections between the school and the community. There are many ways of doing this but good schools and good teachers find ways of bringing the community in to the school, listening to parents, communicating with parents and collaboratively setting expectations for student learning. The biggest compliment is when parents and students say 'this is our school'. Educators providing feedback mentioned often that this was a 'hard to achieve' issue and there was often not the level of connectedness that they would like, despite recognising what a critical issue it was to teaching and learning. The roles of Anangu Coordinators, AEW's and Governing Councils are central.
2. Centrality of Anangu language & culture
    a. Schooling and care is culturally determined and centred – otherwise it is irrelevant to parents, children and the wider community. In Anangu Schools this means relating to the experiences of Anangu in ensuring

the curriculum is an engaging one and allowing A<u>n</u>angu culture to be the solid ground which them forms the bridges to other learning.

b. Early years learning can only occur within the child's culture and the role of parents in this process is put in to heightened focus.

c. Bi-lingual education is brought to bear here. Many people interviewed considered this issue was particularly important in the early years of schooling and pointed out how literacy can best be achieved when literacy in the 'mother tongue' occurs first and then in parallel with the second language. Deep consideration needs to be given to the appropriate policy of bi-lingualism that can best support the proposed ASN model.

3. Scope & sequence of curriculum from B-12

a. Many educators interviewed commented on how important this issue was to ensure that, as far as possible, continuity in learning can occur through an ongoing process of monitoring student learning and tracking against standards of achievement. Teacher planning would then be known and consistent across hubs and support content and effective pedagogy in particular areas

4. Standards and measuring success

a. This aspect is referred to elsewhere in this report

5. Professional learning. Teachers and leaders considered this aspect to be one of the most important issues for them when working in the ASN. The hub structure and associated curriculum leadership support is designed to support quality professional learning for staff. Appendix 5 also refers to how this can best occur.

6. Pedagogy

a. Feedback received since Version 1 of this report highlighted how e-learning provides opportunity to better address issues of student engagement, professional learning and supporting students engaged in secondary pathways. E-Learning was viewed as an aspect of pedagogy that learners at all levels are currently using in other settings to support an individualised and group approach to achieving standards and goals. It is also considered an area for active exploration within the ASN. Current work occurring in this area is recognised.

b. It is generally recognized that a 'whole school approach' provides the best platform to support a focus on quality teaching and learning. This is supported by contemporary research and is a feature of the PALL program currently operating within the A<u>n</u>angu Schools and across DECD. TfEL is one approach that can be used to bring staff and schools together in a common dialogue.

7. Philosophy & approach to student behaviour development

a. This topic is mentioned separately because it was raised as an issue by many teachers. It is envisaged that the Philosophical statements referred to in the Key Recommendations, together with the key process statements referred to in the 'other recommendations' in Appendix 1 would actively support schools. Support for this point was made at the recent Alice Springs conference where a major professional learning session highlighted the importance of an

appropriately, considered and consistent application of behavioural learning and support.

Early Years[3]

- The requirement for all pre-school programs to fulfil the National Quality Standards (NQS) requirements has already proven to be a major challenge and early childhood educators have indicated the need to receive ongoing support. There was a clear appreciation across all sites that early years programs should be strengthened and provide one clear strategy for improving learning opportunities in later years. There are good examples in a few school communities where such programs are already gaining traction and having a 'spin-off' effect to students' engagement in junior primary and middle years primary programs. Significant in these successes have been some noteworthy achievements in engaging parents as partners in early years programs. Despite this, the overall observation is that the driving impact of quality early childhood programs that particularly relate to working with families is at present limited and in its infancy of development. Given the explicit standards described with the NQS, there is some significant work to do before early years program educators can feel confident of meeting these standards (and therefore Standards & Registration Board requirements.)

- Many early years educators currently working in Anangu Schools do not believe they are being supported sufficiently to achieve the goals they know are required. Some have cited such things as inadequate site-based early years leadership, and the lack of a coordinated approach to early years provision across Anangu communities with associated unreliable funding sources that make for a more ad hoc approach. The obvious complexity of the funding of early years programs from a variety of agencies, as described on pages 12 and 13, have presented challenges for sustainability of programs and longer term planning required to build improvement.

- In addition early years educators have commented on the lack of defined ECW support that they see available in other settings. They have also commented on the unpredictability of AEW attendance.

- Under NQS all of the preschool's AEWs must be actively studying for their Cert 3 in Children's Services. DECD is currently facilitating this through TAFE this year, but there seems uncertainty regarding processes from 2014.

- The current Commonwealth and State requirements for a single point of entry and transition of 5 year olds in to school programs has presented significant challenges for early years educators, primarily due to the unique contexts existing in Anangu communities that relate to readiness of children for school at the age of 5. PYEC has recently sought exemption to this arrangement and it appears likely that this will be granted.

---

[3] In this report, Early Years is defined to be those programs operating to support children from Birth to age 8, typically therefore up until year 2.

Secondary Curriculum

- Secondary curriculum is considered by leaders and teachers to be a major future area for growth in the ASN.

- The development of the Trade Training Centre (TTC) at Umuwa reinforces the need to provide a meaningful 'bridge' between schooling and meaningful community capacity building. There is a range of skills that are needed within the local communities in order to build community capacity and pursue the principle of meaningful Anangu employment. Currently many projects undertaken in Anangu communities are undertaken by external, non-Anangu at significant financial cost and also results in a cycle of unemployment for Anangu. There is therefore a need to build a model of secondary education (and, indeed at all levels of care and education) that is consistently applied across all Anangu Schools and which ensures that all students have access to a range of different but relevant, tailor-made pathways. (The role of APY in vigorously supporting employment opportunities is also considered a critical factor in success.)

- This model would describe the access points that are available (eg TTC, Wiltja, site based secondary programs etc) and how they all work together to meet the needs for ASN students in any given year. The proposed 'hub' approach described in this report can support site based secondary programs which link to a suite of relevant pathways. Counselling of students is integral to this model and should include partnerships developed with secondary schools outside the ASN who can provide direct support through their curriculum areas of expertise.

- Similarly SACE coordination is needed across Anangu Schools to ensure appropriate documentation and counselling required. Although the secondary program should be overseen by the PEMG, strong secondary leadership will be required at hub and cross ASN levels. It is noted that a direction consistent with this description has commenced already but is not yet adequately developed or defined.

- A recent external review of the Wiltja Program (March 2013) demonstrated the large variation that existed across all school communities regarding the approach used to support eligible students to attend Wiltja. Differences were explained in a number of ways but the outcome is that different schools view Wiltja differently and the processes used also differ (e.g. process for selection of students to Wiltja at the local community level).

- Wiltja students are currently being impacted on by late arrival to Woodville HS where they commence 1 week after all other students each term. This results in significantly less instructional time and missing out on an induction program that all other students in year 8 receive upon their arrival at Woodville HS in year 8. A recent external review of Wiltja (March 2013) has also highlighted this concern and PYEC would like to take steps to address the issue.

- It is also noted that significant amounts of Commonwealth money is available to support Aboriginal families to access private boarding schools across the country and an increasing number of families, including Anangu families are doing this. Consideration needs to be given to how this relatively new trend can either be supported (and Commonwealth money accessed) and be one of the access points for secondary education or at

least considered as a major contextual influence on the quality of learning provided for Anangu students.

Student Assessment

- There is much research around this topic and how crucial assessment *for* student learning (as compared to assessment *of* student learning) is in the learning process.
- Many of the discussions with staff centred on how important it was to use a common approach to assessing student progress linked to the Australian Curriculum standards. This was highlighted as particularly important given the levels of student transience from school to school. A database that allowed consistent teacher input from any school in the ASN was considered highly supportive of assessment of both a formative and summative nature.
- Similarly, an easy to access and input data base should be used across Anangu Schools to facilitate common enrolments and to track student attendance across tri-states (including students at risk). Importantly, this data base software program should integrate all aspects of student achievement and engagement to support all ASN staff in targeting student support wherever the student happens to be.

Other Programs

A high number of 'programs' operate on the Anangu Lands that affect schools. These include NGO's, state and Commonwealth initiatives (e.g. Red Cross Breakfast programs, AFL Sport, Bike SA, Shine SA, Money Mob, Mental Health programs, water conservation, energy saving programs, and many others). Most of these programs are considered potentially and innately worthwhile if integrated properly within the total curriculum for the child / learner. However the actual effect seems to be that schools are distracted from a focussed approach to curriculum and student success and there is an overload of programs. There are also examples where school-based programs lack purpose, have little or no review mechanism employed and accountabilities unclear. As mentioned elsewhere in this report, opportunity exists to consolidate some or all of these programs within the overall ASN program and curriculum construct, including the operation of a 48 week year school model. The expected outcome should be a significant alignment of programs across ASN and decreased wasted effort.

Anangu Governance

- There was a universal acknowledgement that the integrity of PYEC as the governing body of Anangu Schools should be preserved and further strengthened. Opportunities to do this were through the appointment of an executive officer to ensure that governance processes were facilitated, communication occurred and supports facilitated.
- Similarly the presence of an independent and appropriately qualified interpreter at all PYEC meetings could ensure that concepts being discussed were understood. An obvious example is this report. It contains

a large number of difficult concepts and ideas. These concepts need to be understood for the whole model to be understood and then approved by PYEC. It is noted that other Government Boards have a clear set of guidelines established regarding their conduct (including remuneration for Board members) and this does not seem to be occurring for PYEC.

Industrial

- There was an understandable sensitivity around the industrial rights for teachers and the need for any model of change to either work within these constraints or for a reviewed set of conditions to be negotiated that took account of changes.
- The average time spent in Anangu Schools by the majority of teachers is about two years and by leaders about 3 years. There are, of course, many exceptions to this. Leadership over the past six years has been relatively stable. There is a higher level of stability of staff in SA than there is in WA and NT (less than a year for both states).
- The current leadership classification structure for Anangu Schools, including those in support positions, appears disjointed to a number of people interviewed. Given the development of the ASN model, it is timely to consider the classifications of leaders and other support personnel in the light of contexts such as the changing role of principal in the new structure and the incentives currently being provided to targeted teachers that are not available to principals.
- Although there is a need to review leadership classifications and incentive arrangements for leaders, this will need to occur in conjunction with a refreshed approach to principal selection and leadership development using relevant leadership standards so that leader quality is at a high level. For example, consideration could be given to a Register List of leaders and a common shortlisting process. This could occur in cooperation with existing programs within DECD to develop leaders within the system. The inconsistency of application of incentives to principals and teachers also needs consideration.

Professional Learning and Training

- Support for professional learning – for leaders, teachers and AEW's - was considered an essential feature of proposed future model delivery. The requirement for AEW support is described below but the vast majority of teachers reported that high quality, ongoing professional learning is fundamental to their ongoing efficacy as teachers. The use of hubs has the potential to support this (refer below) in conjunction with effective performance management and effective curriculum leadership. However it is considered that opportunity exists to use professional partnerships of support that could occur through meaningful sister school partnerships with schools external to the ASN.
- Support for AEW's was considered an area of priority. It was noted that the AnTEP (Anangu Teacher Education Program) that has been operating through the University of SA is being phased out at the end of 2013 in its

current form and will take no more new students from the beginning of 2014. It will however, ensure current students are supported until the end of 2016. AnTEP will offer an enabling course (Foundation Studies) from 2014 which is free and for all Anangu post schooling age and discussions should occur between PYEC, DECD and the University of SA regarding how this support may be aligned with current and future AEW and Anangu Teacher needs. This work has already commenced as noted during the consultation at the Alice Springs Conference.

- Over the past 30 years, more than 150 Anangu have gained qualifications, accessed professional development and being directly supported to gain employment through the operation of the AnTEP.

- Currently many schools report that AEW attendance is a major issue and is resulting in many classes operating with only a 'white' teacher and little means to ensure the appropriate nexus between the school and the community or the provision of culturally appropriate educational programs. Furthermore there is currently no formal provision to ensure that AEW's are supported in their skill development or understanding of their role in the classroom. Some schools are trying various methods to engage AEW's in classroom support but currently the lack of a more formalised approach to support AEW's in skill development leads to AEW's potentially not being part of the team of classroom support for learners. Notwithstanding the plans for "Foundational Support" of AEW's through the University of SA, the majority of leaders in the Anangu Schools point to the need for an adequately resourced program of 'on-the-job' AEW training and support that can occur. Some AEW's have reported job dis-satisfaction with the (sometimes) high incidences of behaviour support that are required in some classes and their role in this.

- It is noted that a requirement exists for ACEO's elsewhere in DECD to complete a minimum Certificate 111 as part of their employment. Opportunity exists within the proposed ASN model to develop a site based approach to AEW development, linked to a 'career' structure that acknowledges training undertaken and success achieved within their roles. This could occur through DECD sponsored programs. Previous models that occurred in the past in Anangu Schools could be useful in development of appropriate programs of support for AEW's.

Students at Risk

- There were several examples provided where staff from Anangu Schools spent 3 hours or more on the phone to FSA making a mandated notification and even then not being successful. Reports of Families SA (FSA) officers not taking the report were also common (although it is acknowledged that this is a normal part of the process of reporting since the decision is made by the appropriate officer receiving the report as to whether this occurs or not). However, in the words of staff 'we hugely under-report because we can't get through even after spending hours on the phone…..to not have that support system around us (teachers) is a system failure'. The issue seems to be a communication and resource one and there is still confusion at the time of this version of the report being

released around how the process could operate in an environment where FSA is part of DECD structure.

- Many staff reported lack of support for students with behavioural or learning disability, despite the efforts of current AES staff. This was compounded by lack of experience for many teachers and, for some, the lack of an appropriate professional learning structure to address needs.

- There is a plethora of agencies that exist to support the needs of students and families. A stronger alignment of support that is known and supported by all agencies may result in less inefficiencies and a more focussed support for students/ families. The resultant positive impact is that teachers and leaders will be more focussed in their efforts and energies around teaching and learning.

Student Attendance

- During the consultation process it was apparent that much effort and many different approaches were used by schools to try and improve student attendance or deal with persistent lateness. These approaches ranged from use of sirens and music on loudspeakers throughout the community to bus collections that were timed to ensure commencement of school at the appointed time. However the data indicates that lateness and attendance continue to be issues for all schools. A range of reasons was provided including 'lack of meaningful employment and therefore there is little reason to become active until the store is open' through to 'lack of connection between the school and the community', through to 'health issues'. As mentioned above, some staff also indicated a lack of confidence, knowledge and skill in being able to structure a culturally relevant curriculum in the way they acknowledge is necessary. In addition, it has been pointed out that, if one were to dis-aggregate student absence due to 'genuine cultural reasons', the attendance data would 'look much healthier'.

- The ASN model proposed in this report advocates an approach to student attendance based upon a mutual obligation of educators and parents to ensure that all students access the required 200 days of learning per year. The responsibilities of parents/ care-givers in supporting their children to access care, education and health services to the required and agreed level could be assisted through the flexible arrangement of a 48 week school year. Although this report advocates a considered approach to what this could look like (refer Key Recommendations) responsibilities need to be clearly understood and implications for parents/ care givers not ensuring access need to be applied. Examples occurring or being considered in other parts of the country that need to be considered here include impacting on payments received through Centre Link and the re-allocation of funding provided to parents for child support. The need for a cross government discussion to occur in cooperation with Anangu communities will be necessary to ensure the successful operation of this model.

- The work of Anangu Coordinators and PYEC in pursuing active communication in their local communities will also be an ongoing proactive strategy. Similarly, an explicit process of tracking student attendance will

be required to ensure that parents are aware of their children's attendance at any point of time and their requirements to meet minimum attendance expectations.

- Anangu families move frequently across Anangu Schools in SA, WA and NT. A data base has been developed a number of years ago which is under the auspices of WA. This should be re-investigated to allow a comprehensive 'tracking' mechanism for students.

48-Week School Model

The requirement for a 48-week school year has created the most uncertainty amongst all the potential features of a model for schooling in the Anangu Schools. Most people who have provided feedback since the release of the Version 1 and Version 2 Reports, including the Reference Group, have requested that more information be provided and an attempt at this has occurred below. Notwithstanding the information provided in Version 2, discussion and questions that occurred in July at the Alice Springs Anangu Schools Conference indicated that some staff may not have accessed Version 2 information or perhaps needed even more elaboration.

Introduction
'Access 48' is a title that has been 'invented' by the writer to more easily refer to the '48 week school year'.
Feedback from consultation seemed to indicate that Anangu Schools staff needed greater clarity regarding:

- The genesis and the rationale for the 'Access 48' concept
- What the concept might mean in practice (key features)
- Potential implications for community, Anangu Schools staff and Anangu students
- How this could be implemented over time

Rationale
The request by the CE of DECD to develop an improved model for operation of the Anangu Schools was done so with a number of project requirement parameters (refer to page 4). One of these was that:

'The Model will need to operate within the context of a '48 week school year', consistent with the purpose of the new Department'.

In other words, the '48 week school year' was a CE requirement and all other aspects of the ASN model needed to be able to fit within this.

There are several aspects of rationale that can be described.
1. The decision by the SA Government to create a realigned, more integrated DECD over 18 months ago to reflect a more comprehensive 'wrap around' education and care support for families has provided a key context. This is reflected in services such as FSA and CAFHS being now integral parts of DECD to provide a more comprehensive and

integrated child support service. It is an acknowledgement, long held by educators, that a holistic approach to child learning and development is required, particularly for students at risk, if learner potential is to be maximised through schooling. Other parts of this report reinforce the need for access to these (former) allied services in a more effective way and examples of how a few Anangu Schools have developed closer formalised ties with support providers were noted during the consultation period between February and June 2013.

2. For many years the overall government support structure has focussed within the school terms that have operated. In other words, services to Anangu communities and families were significantly lessened during school holidays at the very time when the need for strong family support for children may be at its greatest. The hub of activity for children during term time was often around the school and when school programs stopped for holidays, difficulties were often experienced.

3. Access to schooling in the Anangu communities has – for many decades – been 16 days less per year because of industrial agreements in place. These agreements have determined that schools start 2 days later per term and finish two days earlier per term than nearly all other public schools in the state. Although part of an industrial agreement this has not benefited Anangu students. A more flexible schooling system that can incorporate industrial agreements but not restrict student access to schooling should be a major structural improvement.

4. Access to formalised schooling for Anangu children has also been impacted upon for cultural reasons. Although specific data is not available for this report, it is estimated that on average many students can miss up to 6 or 7 weeks per year of schooling for legitimate cultural reasons. During the consultation for this report, the consultant questioned parents and AEW's in several communities about the extent to which student absence for cultural reasons was an issue for them. Interestingly the great majority of these parents indicated that they would support the idea of their children attending the local school at which their families were located during the cultural activities. Other parts of this report comment on the need to ensure that there is no encumbrance for any child to attend any school and for a common enrolment process to be put in to place. Currently, however, it seems that when students are absent from their 'normal' local community for cultural reasons, the majority of children do not attend school. Given this fact, the 'Access 48' concept will more easily support students who fail to access the minimum schooling that is required (204 days). In this way, the schooling system can more effectively work in cooperation with the Anangu cultural imperatives and provide greater flexibility for families.

5. Anangu parents have generally indicated support for the 'Access 48' concept when this has been discussed. Specifically PYEC indicated their broad support for this approach being pursued at the June 2013 meeting, even though more discussion was requested. Evidence has been seen in the strong support for vacation programs.

Potential Key Features of 'Access 48'

The vision for an effective 'Access 48' structure is embedded within the rationale described above. Specific key features could possibly vary from community to community but it is envisaged the outcomes would be as follows:

1. Schools are open for 48 weeks of the year on a Monday – Friday basis. This represents approximately a 92% access (in terms of 48 weeks out of 52 weeks) versus a current 71% access (in terms of 37 weeks access)

2. Students would receive opportunities to access schooling programs to ensure they receive at least the same number of minutes of learner support as does any other student in DECD schools. This would occur notwithstanding the time that students might spend involved with families on cultural activities and therefore away from school.

3. Similarly children and families would be able to access quality care and early learning services over 48 weeks

4. Anangu coordinators would work within their communities to counsel families and students in an ongoing way regarding their requirement under a mutual responsibility arrangement to access the required amount of schooling.

5. A staffing formula would ensure that schools are staffed in such a way that allows the 'Access 48' arrangements to work using a 'rolling staff team approach'. It is noted that at least one Anangu School is currently working on a staff deployment basis that allocates teams of staff (eg two teachers and two AEW's) to a particular sized group of students. The principal and staff have done this independently of any 'Access 48' arrangements because they believe that it offers a range of benefits to students and the community. One of these is that it provides more effective continuity for students when staff are sick or out of the community for other reasons – including longer term leave. Under an 'Access 48' model, it is envisaged that similar staff teams would be formed and minimise disruption to programs or put particular students at further risk by lack of continuity or support.

6. Broader student support processes, including FSA, CAFHS and even SAPOL, Health etc would operate on a 48-week arrangement, as is currently the situation. As such, 'tighter' structures that involved the broad range of agency support services would continue over time, unfettered by what is currently the stop/ start arrangement that occurs four times per year when school closes.

7. Teachers would negotiate with their principal – ideally before the end of a particular school year regarding their leave arrangements for the following year. This would ensure that the principal can manage staff allocation to teams. This would be for teachers and AEW's. Teachers and AEW's would not be required to work more total hours than they are contracted to do.

8. Current programs of support that occur (e.g. vacation care) and are funded through external agencies could be incorporated within the overall 'Access 48' arrangements.

9. Principals of schools would retain the overall responsibility for 'Access 48' programs operating over a year, but would receive leadership support to do so. For example, acting principal positions during times of principal leave could be filled through opportunities provided to aspiring principals – perhaps through a registration process – and support the development of leadership across DECD. Alternatively, deputy principals or other leadership positions could be appointed to support principals to manage the added complexity of programs.

10. It is clear that there would be significant additional cost incurred with particular variations of the 48-week model, including pressure on accommodation arrangements.

Potential Implications for Anangu

The purpose of 'Access 48' is to improve the access that students and families have to education, care and support services. There are several implications for Anangu under these arrangements:

- There would be increased responsibility for Anangu families to ensure that children and students access the required time for schooling. In rough terms, this would be about 204 full days per year. Processes would need to exist which ensured that ongoing communication with families occurred regarding their children's participation.

- Extra employment opportunities would exist for Anangu to be trained as an AEW. The consultation revealed that AEW attendance was problematic in some communities and therefore ongoing community involvement and discussion with PYEC, Anangu coordinators and local communities would be necessary to build up the employment base for Anangu. Strong support through (e.g.) AnTEP would also need to occur in parallel.

- Anangu Coordinators would have a critical role under the 'Access 48' model to work with local Governing Councils and families to build understanding and also expectations over time.

Implementation of 'Access 48'

There are many questions and operational procedures that would need to be considered before successful implementation of such a program. It is likely that

it would take a number of years before being embedded within the ongoing work and expectations of DECD, PYEC and local communities. For example, how can the school be structured to support students who may attend on an 'ad hoc' basis? Currently, many students are already attending on an 'ad hoc' basis and so the challenges associated with moving a student on from their previous learning point will continue. Currently schools rely on such things as appropriate diagnostic and assessment tools and teaching methods that endeavor to ensure points of connection for students who have not been at school for a period of time. Under an 'Access 48' model, these processes amongst many others will be accentuated.

Possible first steps towards implementation include:
- Establishment of an 'Access 48' Steering Committee that would have the responsibility to make recommendations to PYEC and PEMG regarding the various approaches that it would recommend for the ASN. As the overarching ASN governance and management bodies, PYEC and PEMG would also take the responsibilities for approval of approaches by different communities. It is expected that approaches may vary from community to community, even though overall purpose and key structures would remain constant.
- Volunteer school/ s piloting possible approaches from 2014 and reporting through the 'Access 48 Steering Committee' regarding successes and challenges.
- All schools ensuring that some form of 48 week school year occurs from 2014, even though this may, for 2014, only include formal support structures with support agencies and vacation care programs operating during holiday periods.

Housing

- Provision of housing is a significant issue to staff appointed to Anangu schools and has been reported as a potential major dis-incentive. Currently housing provision is already extremely 'tight' and exacerbated through insufficient visitor accommodation. There are already examples occurring where staff need to share houses in ways that they consider unsatisfactory.
- The development of particular approaches to the 48 week model will result in either the need for shared housing (considered highly inappropriate by people who have provided feedback) or for the urgent provision of additional housing.
- The method of integration of (e.g) FSA services within DECD is still unknown at the time of the release of this report but will provide at least extra pressure on visitor accommodation, if not housing, within communities.
- More cost effective solutions to housing have been devised in recent times (e.g visitors accommodation built within a school - Murputja model - and the modification of mobile storage units for temporary housing).

- Currently there are many visitors to the Anangu Schools and there is (and has always been) heavy reliance on the hospitality of leaders and staff. There is insufficient housing for staff in some communities and will be exacerbated with the incorporation of FSA and Health services staff within DECD schools. More cost effective solutions have been devised in recent times and should be implemented.
- Currently the residential tenancy agreement that applies to government personnel with government housing is part of a negotiated arrangement. It is the understanding of the writer that the current agreement does not easily support the use of the house by other employees who may be required to teach in that community (e.g. during a time of long service leave when the teacher leaves the community and a teacher is appointed to replace that employee. Given the potential arrangements around the 48 week school year, the tenancy agreements may need to be re-negotiated.

Other Support

- Large distances between communities and rough roads often means long times in vehicles. However, the use of polycom or equivalent is more appropriate on most occasions, even though there will be times when face to face ASN meetings are more appropriate. In these contexts consideration should be given to charter flights (80 mins from Oak Valley to Ernabella compared to 2 and ½ days one way by road.) This was trialled in Term 1 2013 by Oak Valley and Yalata staff with considerable success (as documented in a formal report by these staff).
- Similarly, the proposed ASN governance, leadership and management system will require usable and effective communication systems. Polycom (or equivalent) will need to be used in a routine way. Currently access to and from Oak Valley and Yalata is variable, although 'non video' polycom access is a temporary solution.
- Facilities maintenance and development have been reported as difficult to manage and quite expensive to facilitate. This also impacts upon H&S, which are reflected in the significant number of outstanding issues to be rectified in the most recent H&S audit undertaken by DECD. In addition, site leaders are reporting they spend a lot of time on management of facilities, including that of teacher housing.
- Individual schools have a strong desire to retain control over a significant portion of funding for schools as one way to preserve school identity. However, it is recommended that a significant amount is centralised through the ASN model to ensure that unspent monies can be best utilised in a way that is supportive of ASN direction and to achieve standards in all sites (refer to proposed model below for more details).
- An increasing number of schools are requesting that their finances are managed within DECD in Adelaide. There are consequent HR implications for a couple of schools if all schools are involved in this way.
- All principals are finding current HR processes used for AEW's unrealistic, causing either immense wasted time by principals, AEW's not being paid, or resulting in some leaders 'working the system' to ensure they are.

- An effective ASN model will be built on appropriate and properly implemented processes. There are many of these but key examples in the ASN context include behaviour management/ development, child abuse support, performance management, professional learning (leaders, staff, AEW) and teacher recruitment. This is an important consideration given staff turnover and will support consistency of application, induction and process review.

- Some Anangu Schools operate where the numbers of students in many classes are quite low (not referring to early years programs). Numbers of 5 or 6 students per teacher (or less) were a regular pattern in a few schools, although in other schools this number was much higher. In one school the consultant was told by a primary teacher that a ratio of 1: 7 was 'about right' indicating that for some staff this may be seen as an expectation, even though Anangu Schools were not resourced to support these numbers. A locally developed guideline for staffing that supports leaders could be helpful. 'Over-staffing' in a couple of sites has also placed pressure on teacher accommodation.

- Consideration could be given to whether PRT's are necessary in the ASN model. Currently there are two appointed and this may not be necessary given the ability of some schools to flexibly work within their own staffing arrangements to meet teacher release needs or the development of a model of super-numerary teachers appointed to hubs.

- A structured process for 'vetting' visitors and programs to ASN should be developed. There are currently many visitors who either come to schools unannounced or declare programs that should be implemented as a result of funding that has been provided by various state or (mostly) Commonwealth agencies. Often these require coordination by schools, have administrative consequences or do not have the infrastructure support at the local level to result in program success. A cross-Anangu Schools response through effective governance and management will be necessary to 'rein in' programs that may be distracting or unhelpful. In the words of the Chair of PYEC "we should be managing them not them managing us".

Section 5   ASN Monitoring and Review

The model being proposed in this report considers whole system improvement; it is not just focussed on improving certain aspects of a current system. It is therefore an integrated model that should work together to create maximum impact.

The 20 key recommendations described on page 6 are fundamental key drivers for the ASN system and will be required in order to lead successful implementation of the other recommendations described in Appendix 6.

Central to success for any organisation, and no less so the ASN model, is effective governance, leadership and management. This has been described in detail throughout this report, including the support structures that will be required to ensure alignment and success. Consequently, the ASN Director should have this aspect of ASN operation as a key focus for operational success and will need to work cooperatively with the PYEC and PEMG in monitoring ASN governance, leadership and management processes and taking immediate corrective action where this is required.

The PYEC and PEMG will also need to oversee a robust monitoring and review process that is an integral part of their ongoing work. It is the experience of the consultant that organisations do not take the time to form ways of doing this from the outset and therefore do not have the data, information or processes they need to make good decisions and to take corrective action where required. The following are considered the minimum requirements for monitoring and review of the ASN.

1. PYEC and PEMG work with the ASN Director in forming agreed ways of monitoring PYEC and PEMG effectiveness, including how corrective action will be taken when required (as described above)
2. PYEC and PEMG develop a known process (e.g. Gannt Chart) for management of implementation of all agreed recommendations, including performance measures and indicators for success that will be used.
3. PYEC and PEMG report annually on implementation of recommendations.
4. An agreed set of data is used to evaluate the overall impact of ASN. These should include outcomes data (eg student attendance, student achievement, other student engagement data, quality of learning environments etc) and also process outcome data (e.g staff professional learning, staff confidence in teaching, AEW attendance, AEW engagement with professional learning etc). Importantly the actual data sets used will need to be negotiated and agreed by PYEC and PEMG as part of a suite of measures that link to the vision, purpose and values of the ASN.
5. Key processes that underpin the ASN system should be routinely monitored for effectiveness.
6. A 'light' external review of progress against the recommendations, declared outcomes and key process effectiveness should occur in the second half of

year 2 of implementation. This could be in the form of a verification of ASN self review and monitoring data (numbers 1 – 5 above) and conclusions reached.

Section 6   Appendix

Appendix 1:   Other Recommendations

A range of operational, system, curriculum and leadership issues were highlighted during the consultation process and have been described throughout this report. A number of actions will be necessary to address them, taken in context of the ASN model proposal. They are listed here as an Appendix. It is the view of the consultant that these recommendations will be more effectively implemented when the Key Recommendations (Page 6) have been agreed and implemented.

It is recommended that:
Operational
1. Speed of connection at all schools is developed over time to a level that allows effective use of the required ASN data base and 'intranet' arrangement as well as more effectively facilitate Polycom or equivalent to more routinely facilitate communication and decision making processes.
2. A student database is further developed to support common student enrolments and student assessment.
3. A process for more effectively vetting visitors and programs should be developed.
4. Provision should exist for internet access to all staff for home use.
5. A Partnerships Agreement is developed and used to describe key roles and responsibilities with the ASN.
6. An ASN 'System Map' is developed to ensure appropriate development and management of key ASN processes
7. DECD standards for leadership and teaching should be agreed as the basis for teaching and leadership development and review from 2014.

Personnel
1. An ASN Business Manager is appointed to manage H&S, facilities and capital development work for all ASN sites and to allow principals to focus on educational leadership.
2. A secondary curriculum manager is appointed for the ASN to develop an integrated model for secondary curriculum.
3. SSO's are recruited and trained from the local Anangu communities.
4. Principals use locally based approaches to managing AEW appointment and payment within DECD guidelines.
5. An Anangu Schools Network HR Committee manages recruitment for ASN schools with the coordinating support of the ASN Executive Officer / Cluster Manager. PYEC is involved.
6. An ASN Director is appointed at Executive Level.
7. An ASN Early Years Manager is appointed.
8. An Anangu Schools Network guideline is developed to support principals in staffing their schools.
9. A review of the staff relief support needed is undertaken to ensure the best cost effective process of staff leave management is being used. This review should include the current use of PRT's.
10. An ASN Executive Officer is appointed.

11. Short-term leadership opportunities through development of sister school arrangements.
12. Partnerships are developed between the ASN and external schools to support specific areas of need such as SACE, curriculum and pedagogical expertise, and to provide a potential 'pool' for short term leadership opportunities in Anangu Schools.
13. All ASN staff (principals, teachers and SSO's) are tenured for 3 years.
14. All teacher incentives start afresh after re-commencement of any tenure.
15. Extra leadership support is provided principals to support the operation of 'Access 48'.

Financial Management
1. All schools' finances are managed through DECD Financial Management Services.
2. In situations where salaries or finance designated for agreed school based programs cannot be deployed at a point in time the Principals Executive Management Group make decisions regarding other ways to support needs and/or fulfilling requests for ASN priorities.

Curriculum
1. A draft curriculum statement for ASN, based upon Australian Curriculum and integrating the principle of centrality of Anangu culture, should be developed and agreed by the end of 2013 for implementation in 2014.
2. A common approach to assessing student progress linked to curriculum standards should be developed for use across the ASN.
3. An agreed approach to pedagogy across ASN is used (eg TfEL) but is interpreted through the lens of Anangu culture.

Professional Learning
1. Professional learning is structured across hubs.
2. Hub curriculum leaders are appointed to facilitate hub based programs of professional learning linked to PYEC Strategic goals.
3. A hub-based approach to curriculum leadership is developed to ensure support for agreed programs and strategies across the ASN. Curriculum leaders in designated ASN areas are appointed by PYEC to hubs to support broad ASN implementation.
4. Teachers and Principals achieve study leave rights of 2 terms after 3 years of un-interrupted permanent service (which provides easy access to semester courses). Courses are approved through a negotiated process with line manager. While this includes Study Leave; the purpose of this Leave is to support teachers in their transition to the mainstream; with priority being given to work shadowing and mentoring.
5. Accredited learning pathways are provided for all AEW's and Anangu Coordinators.
6. The DECD formula used to allocate AEW's to Anangu Schools is reviewed to take in to consideration the need for strong AEW presence in classrooms.

Appendix 2: Diagram of the ASN System

The following chart serves to provide a diagrammatic representation of the proposed ASN model as described in Version 2 of this report. It mainly refers to ASN Governance, Leadership and Management.
(Currently being developed).

Appendix 3: PYEC PHILOSOPHY STATEMENT FOR EARLY CHILDHOOD (2012)

The following policy was approved by PYEC throughout 2012 and developed by Early Years staff in Anangu Schools.

Tjitji itinguru pulkara nintiringkupai walytja tjutangka tjungungku nyinara mukulyangku atunymara kanyinyangka.
Tjanaya pukulpa nintiringkupai walytjapiti ila nyinanyangka.
Munuya kananykananyaripai walytjapiti tjutangka mirawaninyangka.
Munuya kutjupa kutjupa rapangku arkara palyalpai munuya alatjingara pukulpa nintiringkupai.

Our children learn from when they are babies; growing up together with their families loving and caring for them.
They learn happily and learn best when they are close to their family.
The children are proud when their families praise them for their efforts.
They are willing to try new things and learn happily when it is this way.

Nganana mukuringanyi nganampa iti uwankara centre-ngka mukulyangku atunymankuntjaku tjana pukulpa kurunpa Ipilypa, puntu kunpu nyinara nintiringkuntjaku.
Munuya nganana kulinytja tjuta ananguku ara-wanungku atunymankunytjaku.
Munu iti tjutangka waakaripai tjuta Piranpa munu Anangu, paluru tjana tjungu waakarintjaku ngunytjungka, mamangka munu walytjapiti tjutangka Ananguku ara kunpu kanyintjaku munu nintintjaku.
Nganampa tjitji tjuta kulunypa-nguru nintiringkungkuntjaku ngaranyi culture kutjara, Piranpaku-Ananguku.
Munula mukuringanyi Pitjantjatjara nintintjaku munu nyiri tjuta riitamilantjaku tjitji kulunypa tjutangka. Kaya kutjupara DVD inma tjara, pakantjatjara nintintjaku.
Kala mukuringanyi titja Piranpa Early childhood-ku piipatjara kutju pitjala waakarintjaku. Ka Anangu, iti tjutangka waakaripai tjuta, waakarira training palyalkatintjaku munu piipa mantjintjaku. Ka school governing council-tu, principal-tu munu anangu coordinator-lu purkarangku nyakukatintjaku tjana waakarinyangka.

In Respect of the Children
In all our Early Childhood Centres; Programs and Preschools; We want our babies, our toddlers and our preschool children to be looked after and taught in a caring and thoughtful way so that our children's spirit and body will grow strong and healthy.

In Respect to the Families
The workers in the Family Centres and Preschools will listen to Anangu ideas and care for the children in the same way as Anangu do when they are babies. The people both Piranpa and Anangu, who work in our Family Centres and Preschools, should work closely with the parents and the extended family so that Anangu ways are taught and kept strong.

In Respect of the Programme
Our children need to learn about the two cultures, Western Culture and Anangu Culture.
We want Pitjantjatjara and Yankunytjatjara language supported. It is very important that books in their own language be read to the children and their songs to be sung. They can also watch DVDs of their traditional dances so they will learn about their culture.

In Respect to the Staff
We also want the Educators in the Early Childhood Centres to have the proper qualifications to teach young children. The Anangu, who are working in the Centres, will train for their Certificate 3 in Children's Services while they teach. The School Governing Council, School Principal and Anangu Coordinator will carefully oversee the work in the Centres.

Appendix 4: Code of Conduct for Working in Early Years Settings

The following document was developed by Early Years Anangu staff and endorsed by PYEC in 2012.

- Staff tjutangka tjunguwarkarima munu Anangu Culture ku munu waltja piti tjutangku kulu nintinringama.
  Putukaramilanma anangkungku playanmankunyangka kutju munu urilta.
- Putukaramilanma anangungka palyanmankunyangka kutju, munu Communityngka kulu.
- Staff tjutangku pukultu wirkara tjarpanyangka wangkama anangu tjuta munu tjitji tjutangku waltja tjuta kulu.
- Ulytja wirungka tjarpama
- Mingkulpa wiya tjitjingku ngalkunytjaku tawara munu kuru kulu patja patjantjaku tawara.
- Tjitji nikiti wirkananyi ka malakungkungura kutu iyantja wiyangku wantinma. Ulytja kutjupa tjuta kanyinma tjanampa, munu mamangku ngunytjungka wangkama.

- Tjitji Preschoolanguru ngura kutu iyantja wiyangku wantinma napinkina tjara pitjatjanyangka tjinguru tjananya nintinma toiletaku ankunytjaku.
- Staff tjuta tjitji tjutangka tjungu rawa nyinama wantikatira ankunytja wiya.
- Pungkunytja wiya tjitji tjuta.
- Tjitji tjuta palyangku kanyinma wirura.
- Anangu Culture munu Language nganana wiru kulinma uwankarangku.
- Munu tjungungku palyanma waltja piti uwankarangkutu.
  - tjitji
  - waltja piti
  - staff kutjupa tjuta
  - waltja nintiringama (training)
  - curriculum tjuta panya ara tjuta tjara
- Disabilities – nyumpu tjuta
  Kuru tjara putu nyakupai
  Pina pati putu kulilpai putu pakalpai.
  Putu paltjulpai.
  Marangku putu palyalpai.
  Uwankara atunymara kanyinma tjungunku.

Resources:
Piti timpilpa, tjanpi basket, tjiwa tjungari, nyiri tjuta, inma CD tjutatjara, manguri, painta tjuta, putukarapa, waltja piti tjuta tjara.
- Phone-ta wangkanytja wiya warkangka utu utu pal ungula warka wiyaringkula kutju playa phone-ta wangkama.
- Computer tjuta playa warkangka malangka pampunma or nyangama.

Translated from Pitjantjatjara into English
- Staff work together to learn about each others culture and family.
- Photos taken by teachers need to be taken with permission; always ask adults, especially if taking photos outside in the Community.
- Staff will warmly greet all families and children when they come in to make them feel included.
- Schools need to protect Anangu Staff from problems. Sometimes if there is a problem between children, the AEW may be expected to take a side or is asked to fix the problem; or sometimes they can be blamed for the problem. This is very hard for the AEW and it interferes with their work because they are trying very hard to be professional in their work environment. They need to be able to tell a teacher if they are having a problem.
- Dress code at work needs to be appropriate for the norms of the Community you live and work in. Modesty is the normal dress code for Anangu men and women.
- Mingkulpa is not allowed at the Pre-School/Family Centre.
  - care needs to be taken that children do not pick it up and put in their mouths and eyes.
- Staff cannot send a child home if they have no clothes. It is better for staff to provide clothing and then ask the Anangu Coordinator to talk with family about what they can do to help the child get to preschool with clothes.

- Children at Pre-School cannot be sent home if wearing a nappy. They work with family about toilet training. All Preschools will have their own policy in regards to the best way to change nappies at their centre.
- Staff need to stay with children at all times. They must never be left un-supervised.
- Children must never be hit or yelled at. This hurts their spirit.
- Staff always treat children with kindness and respect in their words, behaviours and body language.
- Culture and home language is supported with respect; sharing with family and with the use of appropriate resources.
- Resources can included – piti; clapping sticks; baskets; grinding stones; tjiwa; books; inma CD; DVDs; manguri paintings; family photos; story wires; leaves; branches for making wiltjas; cloth with as near as possible Anangu designs to act as dolls blankets, cloths for tables or for sitting on; family paintings or photographed sand stories for story telling; pretend fire pits.

    - Children
    - Family
    - Other staff
    - Own learning (training)
    - Curriculum
- Disabilities – If a child has a disability staff will be aware and extra vigilant with their care. The children's hearing loss is considered a significant disability as it will and does affect their ability to learn when they cannot hear well.
- Local phone calls/mobiles can be used *after* work time.
- Computers are available to staff *after* work time.
- Teachers need to be aware that not all AEWs are skilled computer users and may need to offer their own knowledge (if they have it) to help them become efficient users. Using and checking emails; keeping passwords in safe places; downloading from cameras and video recorders to their folders; inserting photos and text boxes into Word documents are skills that greatly support the work of all staff.

Appendix 5: Key Research that have Shaped Current Policy and Educational Practice

Currently there are a number of key researchers and educational writers that have influenced contemporary thinking and policy. Two key ones are:

1. John Hattie.

John Hattie's research is the major piece internationally that considers meta-research worldwide, in cross-cultural contexts and including in situations where students do not attend school (e.g. in some African countries). Hattie refers to effect sizes where any effect size greater than 0.4 makes a significant positive difference to student learning in terms of how well student learn. Interestingly Hattie points out that these results are true irrespective of the background / culture of the child or family. In terms of schools the major ones are as follows:

Influence	No. of effects	Effect-Size
Feedback	139	1.13
Students' prior cognitive ability	896	1.04
Instructional quality	22	1.00
Instructional quantity	80	.84
Direct instruction	253	.82
Acceleration	162	.72
Home factors	728	.67
Remediation/feedback	146	.65
Students disposition to learn	93	.61
Class environment	921	.56
Challenge of Goals	2703	.52
Bilingual programs	285	.51
Peer tutoring	125	.50
Mastery learning	104	.50
Teacher in-service education	3912	.49
Parent involvement	339	.46
Homework	110	.43
Questioning	134	.41

It is not the purpose of this report to analyse in detail each of these major factors but, in considering the highest ranked item (feedback) Hattie has made clear that 'feedback' includes telling students what they have done well (positive reinforcement), and what they need to do to improve(corrective work, targets etc), but it also includes clarifying goals. This means that giving students assessment criteria for example would be included in 'feedback'. This may seem odd, but high quality feedback is always given against explicit criteria, and so these would be included in 'feedback' experiments.

As well as feedback on the task Hattie believes that students can get feedback on the processes they have used to complete the task, and on their ability to self-regulate their own learning. All these have the capacity to increase achievement. Hattie adds that feedback on the 'self' such as 'well done you are good at this' is not helpful. The feedback must be informative rather than evaluative.

Interestingly, Hattie points out that the majority of these (not all) are within the control of the classroom teacher/ school. We know through Hattie's research that approx. 50% of the impact on children's learning is the child's background and environmental influences. In the past some educators have used this context to rationalise poor outcomes for disadvantaged groups of learners but Hattie's research makes it clear that when teachers influence the variables that are within their source of influence the improvement in children's learning is significant and quantifiable.

2. Vivienne Robinson
   A second researcher who has heavily influenced recent educational practice is Vivienne Robinson who, like John Hattie, has undertaken meta

research on the leadership behaviours that make the biggest impact on student learning. In brief they are as follows:

1. Establishing goals and expectations
   o setting, communicating and monitoring of learning goals, standards and expectations,
   o involvement of staff and others in the process so that there is clarity and consensus about goals.
2. Strategic resourcing –
   o aligning resource selection and allocation to priority teaching goals.
   o provision of appropriate expertise through staff recruitment.
3. Planning, coordinating and evaluating teaching and the curriculum
   o direct involvement in the support and evaluation of teaching through regular classroom visits
   o provision of formative and summative feedback to teachers.
   o direct oversight of curriculum through school-wide coordination across classes and year levels and
     alignment to school goals.
4. Promoting and participating in teacher learning and development
   o leadership that not only promotes but directly participates with teachers in formal or informal professional learning.
5. Ensuring an orderly and supportive environment
   o protecting time for teaching and learning by reducing external
   o pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.

Effective leadership, governance and improvement systems make a huge difference and this is why the DIAf insists that continuous improvement of the processes that make the biggest difference to learning outcomes need to be reviewed and developed over time.

Locally, a major study was undertaken by the University of SA about a decade ago which looked at schools from the lowest socio-economic areas in Adelaide but which were achieving literacy and numeracy results significantly above state average. The report written *"Nothing Left to Chance"* concluded there were five areas that provided insight as to ongoing success. They are summarised below and their consideration demonstrates the alignment with Hattie and Robinson's macro research.

"Nothing Left to Chance" – A Report on Literacy and Numeracy Outcomes Evaluation in High Achieving Disadvantaged Schools - A Synopsis of Main Points and School Characteristics

1. <u>The existence of a set of energizing beliefs and expectations</u>
   a. Teachers are the key to making a difference to student learning outcomes
   b. Students have the potential to learn
   c. The primary function of leadership in the school is to sustain teachers in their efforts to support student learning in literacy and numeracy

    d. School leadership is the responsibility of many staff members in the school
    e. School leaders need to build on teachers' expertise and sense of efficacy
    f. Literacy and numeracy are complex sets of social practices

2. <u>Building and sustaining a "community of experts"</u>
    a. Understanding about difference and diversity
    b. Understanding student achievement requires multiple perspectives (understanding assessment is multi-faceted)
    c. Targeting professional development
    d. Translating professional development into the classroom context
    e. Developing sustained professional development
    f. Valuing professional development

3. <u>Establishing a whole school commitment and focus</u>
    a. Identifying a specific focus for literacy and numeracy (prioritizing where the school's efforts and resources will be placed)
    b. Managing the curriculum (how to manage other areas of learning)
    c. Setting up whole school programs and structures
    d. Allocating resources
    e. Priorities for professional development

4. <u>Reducing the Risks of Schooling</u>
    a. Working the classroom as a cultural site
    b. Providing a wide/narrow curriculum
    c. Knowing each student
    d. Teacher judgment

5. <u>Reviewing – Keeping a finger on the pulse</u>
    a. Being accountable (no-one escaped the net)
    b. Monitoring how we are going
    c. Identifying the focus for action