

Fregon Anangu School and Fregon Child Parent Centre



Government
of South Australia
Department for Education

2019 annual report to the community

Fregon Anangu School Number: 1196

Fregon Child Parent Centre Number: 1580

Partnership: Anangu Lands

Name of school principal:

MATT GREEN

Name of governing council chairperson:

GOODWYN PHILLIPUS

Date of endorsement:

6 MARCH 2020

Site context and highlights

Fregon Anangu School Site No 1196

Our school caters for an enrolment of 60 Anangu students who speak pitjantjatjara as their first language. (EALD learners). Formal learning of English commences at our family centre for our infants and their parents, guardians and infants who at age 3 attend the Preschool.

Although transience creates issues which effects attendance rates across the lands, Fregon School has managed to maintain attendance rates that have steadily improved. The young fellas being invited to commence initiation (Men's Business) has continued to create a major interruption to education for this cohort of students as few tend to restart their formal education.

The PYEC has employed a director and several attendance officers in each community to whose role it is to improve and monitor school attendance. The new strategy is expected to start at the beginning of the 2020 school year after a number of community consultation events.

Planning for the new school under the Building Better Schools Program has reached the early draft stages after a series of public consultations. The architects and other stake holders are expected to visit the site in march 2020 and a completion date of December 2021 has been set. Planning to minimize the disruption to the teaching and learning programs will get underway in term one next year. 2020 will also be the 40th year celebration of our association with Victor Harbour, the longest association between two communities in Australia.

In 2019 the school has 2 senior classes for fellas and kungas, a middle primary and a lower primary class with a daily attendance of 40 tjitji tjuta. Staffing included 4 classroom teachers, 4 AE's, 2 SSO's, a learning and well-being coordinator/teacher and SSO to support intervention. In 2019 Fregon along with the SANFL employed a active education teacher who worked .6 in the school and .4 after school in coaching and skill development programs.

The Family Centre has a daily attendance of 8 Preschoolers and 4-8 infants and their parents supported by an Early years Teacher and an AW assistant. Playgroup has an AE worker.

Successful programs including the CAFE enterprise , OP Shop, The Kungka Ninti Camp (a camp for girls to have conversations about relationships/sexual health in a cultural context) the Ernabella Dance and Camps to Adelaide and Alice Springs were well supported by a very hard working group of early career teachers. Two of our learning programs received critical acclaim when presented at the Lands Education Conference in Adelaide. Our teachers showcased their work in maths and tracking growth in number and the Kungka Ninti and Fellas Walk Camps as exemplars of a program that are both effective and are built on a strong cultural foundation.

Fregon has always relied on the services of the Department of Families SA, CAMHS, SAPOL and advisors who service the partnership of the lands schools to support teachers and students. Fregon community is a friendly and self-reliant community that has strong connections. There exists a passion for children, culture and the children's futures. The Elders are still passing on traditional stories and practices. The community and its children are very welcoming and enjoy engaging with visitors.

Governing council report

The Governing Council meets twice a term to help formulate and ratify the education plans and strategies for the school. The council support the end of term BBQ's that give the teachers, students and community a chance to showcase the students work and celebrate the students growth and development. The council supports the work of the staff who devote enormous amounts of time and energy into planning and supporting students.

Occasionally the Council will hold community open meetings to discuss issues relating to the school, community, attendance and behaviours.

The Council has been instrumental in the development of the new attendance strategy in conjunction with the PYEC who is now incorporated and responsible for improving attendance on the Lands. The intention in 2020 is to employ 1.5 AE's to assist families and teachers get the students to school.

The Council ratify all camps excursions and oversee and approve all financial decisions that the school undertakes. The next training for Governing Council Members is to be held in February 2020.

Quality improvement planning (Preschool)

The PYEC philosophy starts:

1. Our children learn from when they are born and growing up together with their families loving and caring for them.
2. They learn happily and learn best when they are close to their family.
3. The children are proud when their families praise them for their efforts.
4. They are willing to try new things and learn happily.

In respect of children:

1. In all our 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 of Families:

1. The workers in the Family Centres will listen to Anangu voice about caring and teaching the Anangu children.
2. The people, both Piranpa and Anangu, who work in our Family centre should work closely with the parents.

In respect of the program:

1. Our children need to learn about 2 cultures
2. We will support the teaching of both Pitjantjatjara as the first language and English
3. Encourage traditional music and dance through multi media.

Our Children

Our children are capable and active learners who are a valued part of the family, Fregon Community and the wider Australian Society. They have the difficult task of learning to live happily in two cultures using two languages.

Our Vision

To create a learning environment that respects and values the culture and develops the knowledge of the Fregon children by developing successful, high quality, engaging programs that will foster in the children positive dispositions for lifelong learning and opportunities to reach their potential.

Our Purpose

To create an inclusive, nurturing and engaging environment that, encourages our children, families and community members to participate and share in the development of our children in their journey to become happy, confident and lifelong learners.

Our Principles

1. Every child is valued as an individual but also as an important part of a family, our community and wider world.
2. Families are recognised as the first and most influential teachers of their children
3. Anangu culture and language is supported.
4. Every child has the right to be safe and supported in an engaging learning environment.
5. Children learn best when they are actively involved and supported in making decisions about their learning.

Our Approach

1. A flexible integrated play based program developed from close observation and communication with our children and families.
2. Learning environments are rich and stimulating and empower children to make decisions about their own learning.
3. Educators draw on the EYLF principles and practises and continually reflect on and evaluate our practise to design meaningful programs for Fregon children



Improvement planning - review and evaluate (School)

Improvement Planning - Review and Evaluate

The process used to develop the Site Improvement Plan meant all staff were involved in the process and had ownership of the goals, targets, challenge of practice and success criteria that were established. During the year the review steps were followed and data clearly documented.

GOAL 1

Increase student achievement in Mathematics and Numeracy.

TARGET - by term 4 Middle Primary students will be successful in Trust the Count and age appropriate Base 10

SUCCESS CRITERIA - when we track growth and use data for whole number, estimating and skills in calculating we will see growth in students understanding and confidence to apply in real world context.

STEP 5 - REVIEW AND EVALUATE

Class teachers have tracking folders for mathematics and use them regularly leading to whole school analysis of data to ensure all staff are aware of learning needs of individual students. The proficiencies are embedded in the planning structure which has been consistently used across the site in 2019 allowing for Target meetings to be part of the daily process to support differentiation in all areas. Planning to meet individual need, building confidence, number sense and fluency in mathematics has resulted in many more students keen to participate in mathematics learning and making strong progress.

Trust the count - 92% of students were confident in all 22 Trust the Count items and also in Number Naming Fluency.

Base 10 - results showed very strong growth in understanding the structure of base 10 and being able to use it to read and write larger numbers and accurately calculate in addition with exchanging - subtraction has proved to be more challenging as can be expected but progress is being made in that area.

In general terms students have made exceptional progress in most areas of maths and are much more confident to use the appropriate language and apply their skills. As a result of student interest both a Cafe and Op Shop was open one day a week to the community with students taking the many roles need to be successful and developing Numeracy in action.

EALD Numeracy progressions are being trialled to compliment the tracking proformas to collect data overview of growth and the results will be part of a review in 2020.

A booklet linked to ACARA - Plan My maths - has supported staff with their planning and links to Track My Maths which has helped support a more consistent approach to teaching and learning mathematics.

Staff are confident in their planning, assessing and differentiation to meet the needs of the learners.

GOAL 2 - Increase Student Achievement in Reading

TARGET - by term 4 students from years 4 to 10 will show increased levels of development in reading.

SUCCESS CRITERIA - When we ask students about their reading they will be able to discuss the meaning of the read text.

STEP 5 - REVIEW AND EVALUATE

Daily reading sessions involving the whole school held in the library each morning continued to build a positive culture for reading and helped develop confidence. In further development this session in 2020, individual reading pockets will be introduced to ensure students are reading books appropriate to their level, data will be collected and it will be easier to track their progress.

First Steps in reading check-lists have been used in all classrooms, data has been collated, shared at staff level and discussed - highlighting the need for increased support materials and intervention to further develop skills.

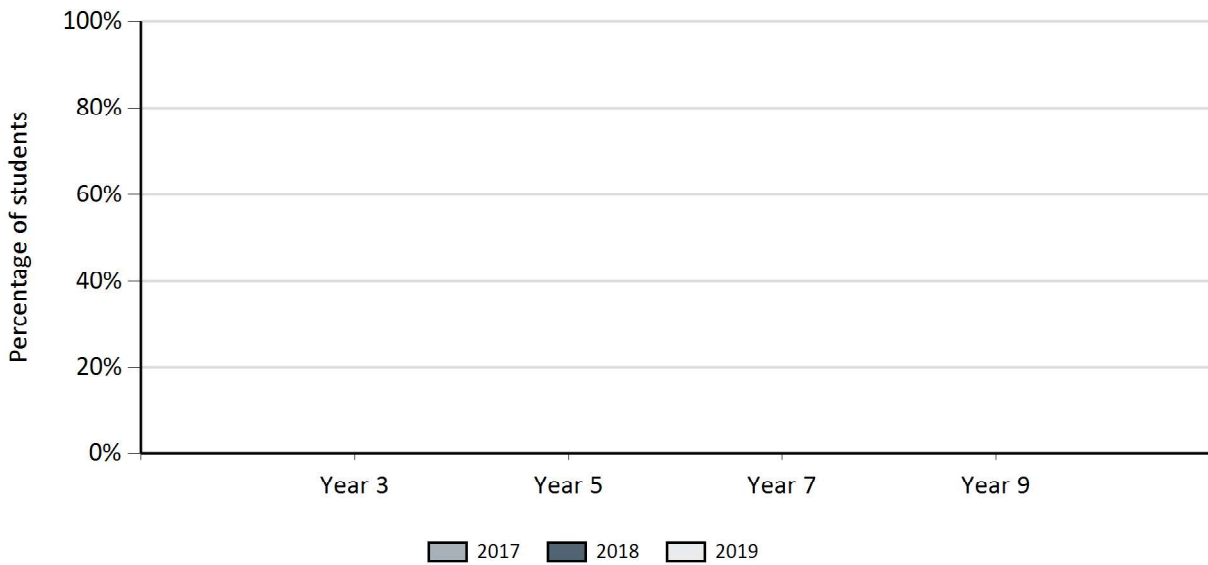
In term 4 reflection, it was agreed that we expand this goal to include the importance of oral language. Our 2020 goal will highlight the strong connection between oral language, reading and writing because we realized we should not have Reading as our goal without linking them together.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

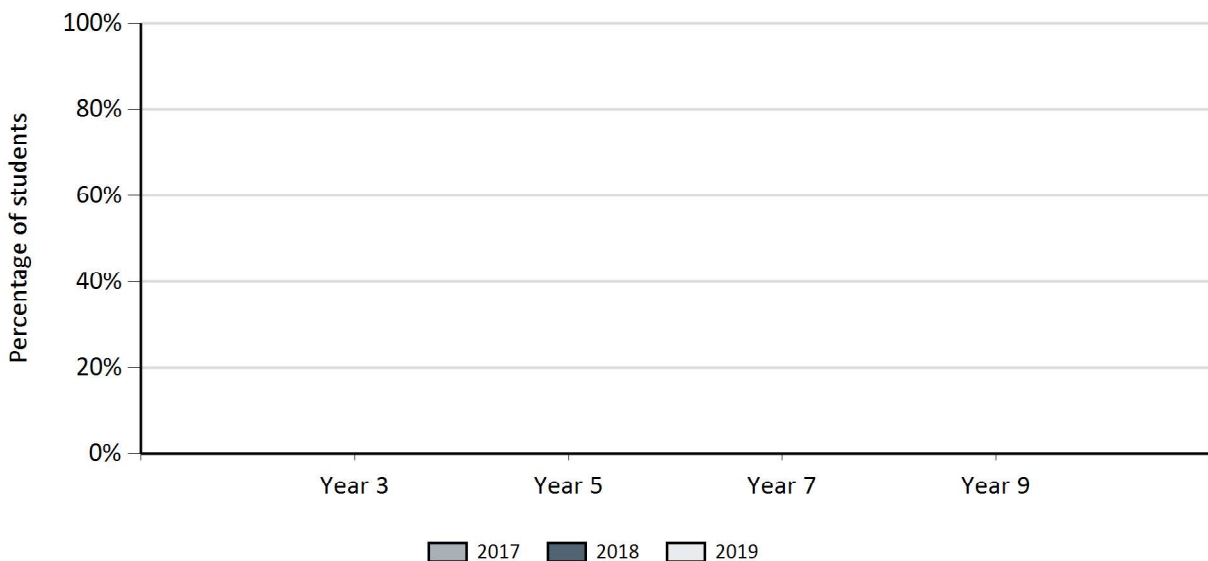
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*
Year 9 2019	8	8	0	0	0%	0%
Year 9 2014-16 Average	6.3	6.3	0.0	0.0	0%	0%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019
nil

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019
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Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019
nil

Data Source: SACE Schools Data reports, extracted February 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	1		1	
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				

School performance comment

The Annual School Review by all staff reflected on the successes achieved and the issues that presented challenges for the staff in 2019. The staff were able to reflect on the year and summarise a list of actions which would have the greatest impact in 2020.

Most importantly the teachers indicated that Fregon could make greater progress and growth by developing a positive learning culture in the school but this depended on the staff developing as an effective team improve the whole school performance.

The Partnership assessment agreement provided limited the data and information to support and assist teachers in designing the learning for their students. Teachers stated that their students were learning but they were unable to capture the students growth. The school agreed over the past 2 years to design relevant tracking tools to assist teachers to track the growth particularly in maths against numeracy progression points. The teachers whilst still using the PM(running records), the oxford word list and phonics screening test and other agreed tools have been very enthusiastic about the data and evidence they were seeing and collecting in maths.

The school has redesigned the maths and language block in order to simplify the planning process. A key element is the choice component of the session which can allow teachers to hold focus session with single or small group of students who require assistance or learning intervention.

Although our students sit the National Assessment Program in Literacy And Numeracy test, Naplan has not yet provided provided the students and their families with any information that could be used as a comparison measure. 2020 will see the students trialling Naplan online. Fregon along with all sites will take part in the pretest trials in March 2020. Fregon will also have a plan to assist student familiarise themselves with test platform leading up to the test date.

Fregon School is due to hold a three year ESR external school review early into 2020. Teachers, parents and governing council will have a strategic role in assisting the Principal in leading this process.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	37.5%	40.6%	38.8%	68.9%
2018 centre	60.8%	40.0%	41.7%	39.2%
2019 centre	40.0%	40.6%	27.0%	40.2%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	88%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School attendance

Year level	2016	2017	2018	2019
Reception	66.2%	65.0%	73.1%	61.7%
Year 1	65.5%	64.6%	64.8%	74.4%
Year 2	73.4%	57.2%	71.1%	75.6%
Year 3	49.5%	57.9%	76.0%	72.6%
Year 4	62.6%	69.2%	74.7%	74.1%
Year 5	67.0%	78.1%	59.0%	84.1%
Year 6	68.4%	65.6%	61.0%	80.0%
Year 7	65.1%	62.2%	73.9%	72.7%
Primary Other				100.0%
Year 8	62.7%	67.8%	58.1%	49.9%
Year 9	83.0%	49.7%	57.5%	65.2%
Year 10	87.8%	98.5%	76.8%	70.7%
Year 11	98.9%	82.5%	80.1%	80.5%
Year 12	95.6%	100.0%	79.3%	46.3%
Secondary Other				91.2%
Total	73.3%	70.8%	68.7%	70.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Fregon has maintained a steady attendance rate despite the change in attendance strategies away from using an attendance vehicle. For Term 2, 3 and 4, there was no attendance officers in the role at Fregon. The school looks forward to implementing the attendance plan outlined in 2019 at several community meeting early in 2020. Details and routines are yet to be finalised.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	7	7	6	5
2017	4	8	8	9
2018	13	12	12	12
2019	13	17	20	13

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Preschool enrolment comment

Entering data is more consistent and more accurately reflects the actual number who are in community and attending the Family Centre. Attendance has fluctuated as in previous years due to many factors but has continued to be an indication that there will be solid enrolments in the future in the primary school site.

Behaviour support comment

The behaviour strategy is based on the principles of restorative practices and a solid understanding of the effects of trauma on learning and behaviour. We employ a behaviour matrix with 4 levels to guide teachers and students to deal with expectations, behaviours and likely consequences. We use the 'Calmer Classroom' document to support teachers and employ a 'feelings report' doc to record and assist children to modify their behaviours as required. MAPA training has commenced, but needs to be completed by a suitable trained practitioner. We are planning to attend the 2 day training for all Lands Teachers in Term 2, 2020. The Berry Street Program.

Client opinion summary

Fregon Anangu School develops its relationship through a range of strategies.

We have strong community involvement and support for our Cafe, Op Shop, Christmas Concert, School BBQ's and Soccer and Basketball nights. Families and Community are welcomed into Fregon School and encouraged to share their views with staff.

The Preschool also held an Open Day, working closely with the nurses and nutritionists. our Junior Primary class was able to connect with Preschool for several transition sessions. We saw significant growth and progress in oral language in 2019 across the site.

A sample of preschool parents was surveyed and showed a very high degree of satisfactions with the program and facilities.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1196 - Fregon Anangu School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	11.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	13	76.5%
Unknown	2	11.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Destination comment

100% of Preschool children transitioned successfully to the school in their reception year. The children are residents of both Fregon and Watinuma. Children typically move throughout the lands and enrol in other Anangu schools from time to time depending on funerals and cultural events that are taking place.

Relevant history screening

All employees and volunteers have a Relevant History Screening held on file at the site. Due to the length of time some screening processes may take employees are encouraged and supported to complete the application forms if necessary. The application process is now processed much quicker than in previous years if there are not issues to investigate. We employ as a partnership a designated screening officer for all the Lands Schools.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	16
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.6	8.0	1.2	3.2
Persons	1	8	4	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	2,132,000
Grants: Commonwealth	232,000
Parent Contributions	nil
Fund Raising	
Other	30,300

Data Source: Education Department School Administration System (EDSAS).

2019 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Whole school approach to behaviour and behaviour management. Profiling/Policy Review/MAPA/One Plan/Smara and Berry Street Training.	Developing and reviewing our site BM policy and support 10 ESCM
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	Students with disabilities are supported in the classroom by SSO's and AE's to help engage with learning. A designated Well-being coordinator is employed to assist and oversee the program. Sound Field/Ipads are all used.	Improve attendance by students
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	FLMD funding supports the program that is used to teach first language in FAS. AE's have been given assistance to help their practise by using phonics for AE's and the ALNF program.	All Yr's do a min of 120 minutes in Pitjantjatjara.
	Australian Curriculum	Addition and funding support for Teachers around Learning design, assessment and Moderation.	Purchase of Seesaw to be used as a tracking tool for the ACARA standards
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Use funding to support training and develop all staff in the use of tracking and planning tools site specific to FAS	The documents and tracking tools are in use on site in all classrooms
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	New staff trained in the Childwise and CPC program. Trauma and an understanding of contextualising the learning for EALD Learners.	Ongoing and Cyclic and embedded in the School Improvement Strategies.

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable);*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Strong focus on Literacy and Numeracy embedded in planning which is discussed at the fortnightly meetings. Learning experiences are planned for both English and Pijantjajara.	Timetabled conversations and minutes taken to enable actions to be followed up.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for non-English speaking children who received bilingual support	Daily routines that are developed that are based on our learning.	Consistency in the language routines and behaviours expected have meant that children should develop and expand oral language skills.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.