

Fregon Anangu School

Performance Accountability Plan 2015

WHO ARE OUR CUSTOMERS?

Children, young people and families who live in and access the Fregon Anangu School

WHAT IS THE PURPOSE OF OUR PROGRAM?

To work with the children and young people of Fregon to achieve high standards of literacy, numeracy and positive wellbeing.

To support Fregon children and young people to develop skills to live in both worlds successfully. (the Anangu way and the mainstream way)

PERFORMANCE MEASURES

How much did we do?

- # of children attending school daily
- # of children attending school all day

How well did we do it? (Indicate headline measures and data development agendas)

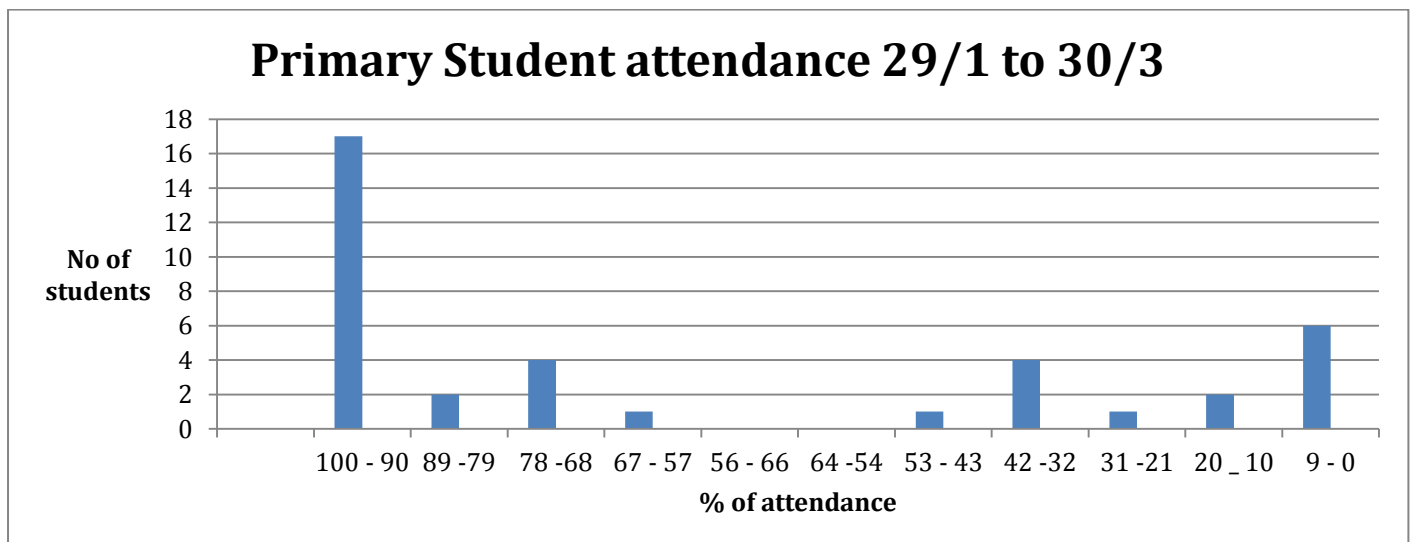
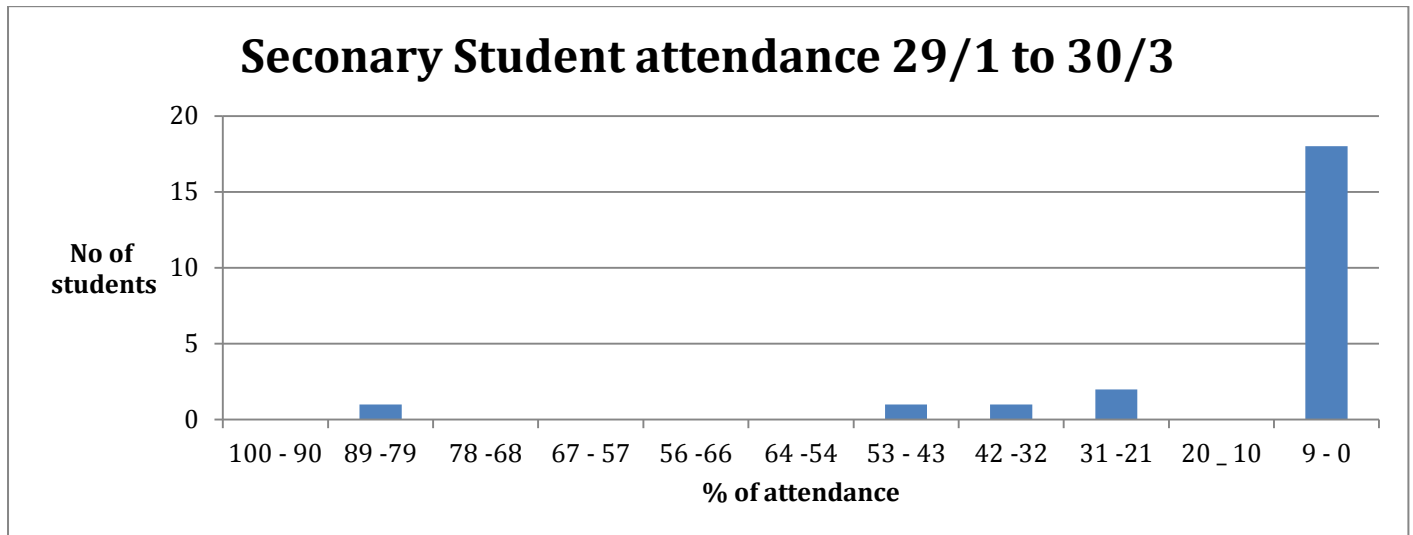
- % of lessons delivered jointly by AEW and teacher
- % of weekly joint lesson planning sessions
- % of lessons delivered in Pitjantjatjara

Is anyone better off? (Indicate headline measures and data development agendas)

- % improvement in PAT-R
- % improvement in PAT-M
- % of improvement in Running Records
- % of young people undertaking further training/education or gaining employment

TURN THE CURVE

How are we doing on the most important (is anyone better off) of these measures?



**** See Appendix for further graphs**

STORY BEHIND THE BASELINES

Forces at work:

Patchy attendance due to

- Families travelling to other communities
- Cultural requirements (Sorry camp, Men's business)
- Substance misuse by parents
- Children having late nights and chaotic lives

Poor Running Records results

- No books/reading material at home
- Families illiterate
- Low expectations by all

Language proficiency poor (both Pitjantjatjara and English)

- Family, AEWs and teachers speak hybrid(pigeon) English and Pitjantjatjara
- Parental education levels low
- Aboriginal Education Workers(AEW) attend intermittently
- AEW and teacher planning for lessons inconsistent and unstructured
- Teachers not trained to teach ESL
- AEW not trained in bi-lingual support role

What would it take to turn the curves?

- Safe community (no fighting, no substance abuse, formal dispute resolution)
- Homes well resourced (washing machines, furniture, space for individual children to read, sleep etc)
- Whole community visibly values education-both school and Anangu
- Children speak Pitjantjatjara at home and go to school to learn both languages
- School provides breakfast, lunch, uniform, books
- Teachers speak only English, AEWs speak only Pitjantjatjara and tandem teach
- Cultural engagement in classroom and the school
- Adult literacy and parenting classes

PARTNERS

Who are the partners that have a role to play in making a difference?

- Parents/Families. Students
- AEW's
- Whole community
- Service Providers (Shops, Police, CaFHS, CAMHS, Health Clinic)
- Religious leaders
- Cultural leaders
- DECD and other Support Professionals

WHAT WORKS?

What works to do better, including no cost/ low cost ideas?

- Building respectful relationships
- Teacher and AEW quality based on published pedagogy
- Formative assessment
- Leadership
- Positive environment
- Family involvement

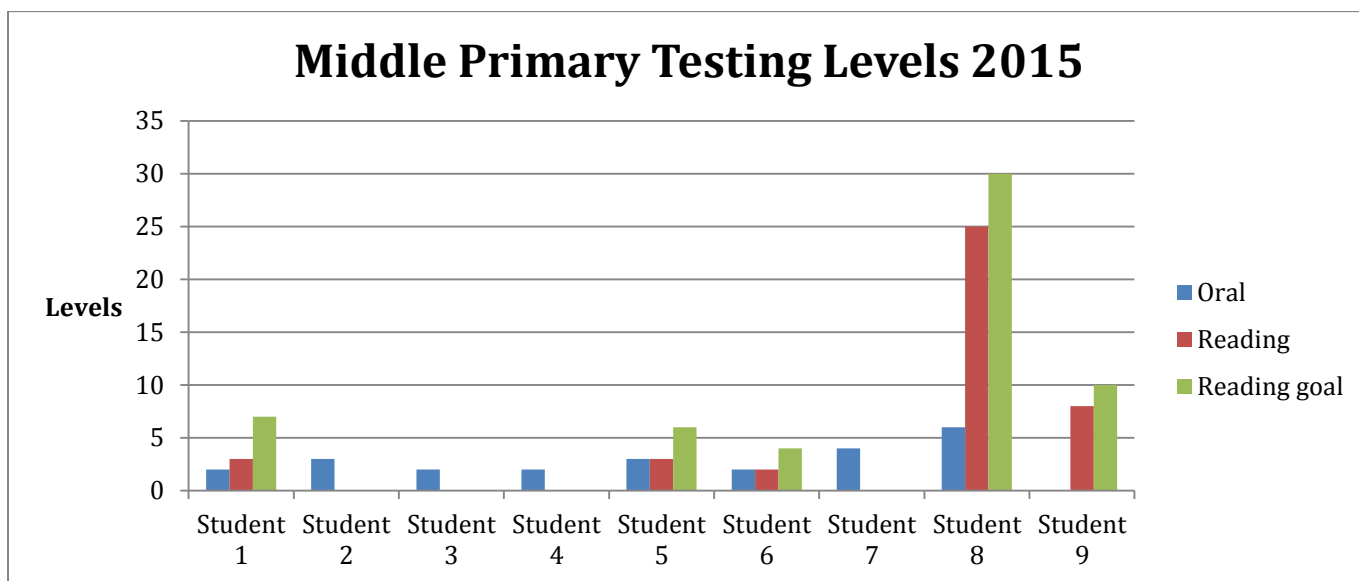
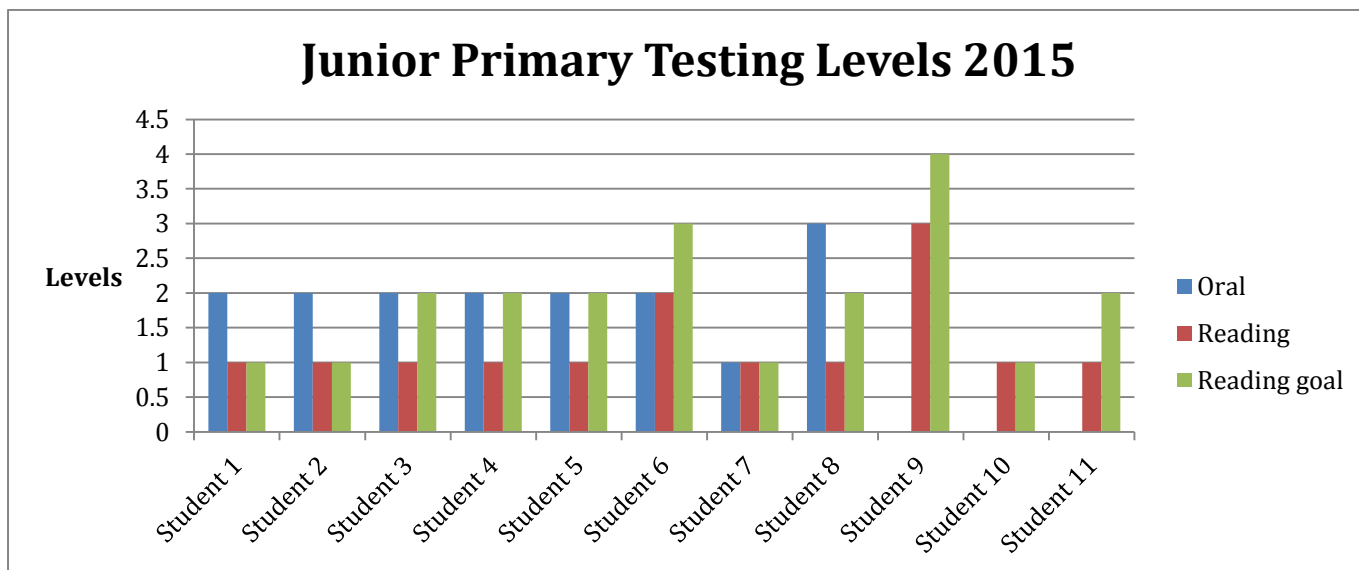
ACTION PLAN

What do we propose to do?

1. Reading Strategy:
 - Book supply and home reading incentive program (have strategy underway??)
 - Buddy system instigated across the school
2. Community Engagement:
 - Governance training for Fregon Governing Council
 - Family night to inform what is happening at school organized by AEWs 1x term
 - Cultural Day 2x term at school
 - Bush trips
3. Professional development:
 - AEW and Teachers jointly plan lessons weekly
 - PD- Big6
 - PD – formative assessment

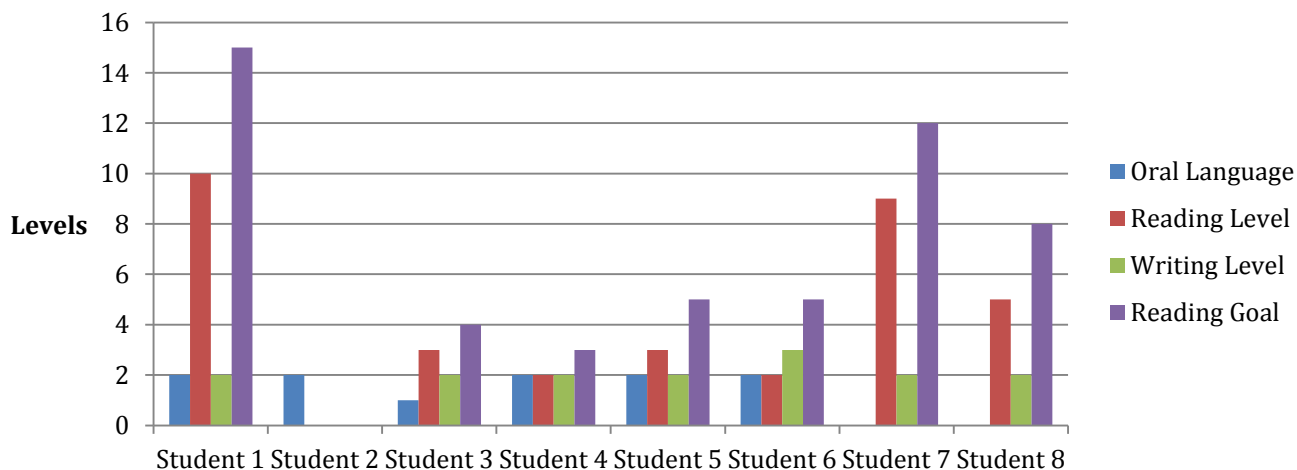
APPENDIX 1

Testing occurred in Term 1



APPENDIX 2

Upper Primary 1 Testing Levels 2015



Upper Primary 2 Testing Levels 2015

