

## Annual Report 2016

### Kaltjiti Child Parent Centre – Fregon Anangu School

#### “Kunpu Nintiringkunyjtaku” For strong learning



2016 saw us settled into the 2<sup>nd</sup> year in our new building, which is situated off-site from the main school. It has been a year of continued development of both the indoor and outdoor environments, and of the programs to involve our families and establish Anangu ownership and belonging. Suitable session times were trialed and more site specific policies were written and then passed by Governing Council.

Our site incorporates both the Preschool and the Playgroup and a Coordinator is responsible for managing both these areas. The Coordinator teaches in the Preschool along with an AEW. The Coordinator also assists the AEW in the Playgroup with planning their program.

A highlight early in the year was a “Family Night” where families came together to decide on a name for our building. After active discussion about the aims of our programs, the name ‘Kaltjiti Child Parent Centre’ was elected, along with the value “Kunpu Nintiringkunyjtaku” (for strong learning) to be always included.



It is a priority to consult and involve Anangu in many aspects of the development of our facility, thus working towards the ‘Collaborative Partnerships’ target in our Quality Improvement Plan.

A mural painting project was organised to give the building local identity and involve extended family. Many grandmothers who work as artists in the community joined the project and the exterior of the building now exhibits their works.

Combined bush trips to gather seasonal bush foods are planned for, and well supported by families. This year we also visited the Kenmore orchard to pick fruit. Families were loaded with bags of oranges and happy smiles as they left the bus.



A fire pit was built within the Playgroup yard so mothers could gather and safely cook “malu wipu,” while still watching over their children playing. This has proved to be a great way to encourage families to join us for special occasions, like Reporting Days.

Families were also involved with the “Nintintjaku” project, where they wrote stories about their children and these were printed into books.

Regular newsletters were started this year telling of the strong learning that was happening in both the Playgroup and the Preschool. These were displayed in the store, Art Centre and Clinic for all community members to read.



The programs we offer have continued to improve with staff reflecting on and discussing their practice, and also attending numerous Professional Training sessions. Our AEWs are working towards their Certificate 3 in Child Development and Education and the teacher has participated in regular Professional Learning Community teleconferences and meetings.

One aspect of discussion within the PLC was an inquiry into oral language development of Pitjantjatjara and English. The resulting Partnership Agreement provides guidance on specific pedagogical practices to support the oral language development of children in Playgroups, Preschools and in transition to school.

Although the ‘Families are First Teachers’ training was well received by our AEWs, they have found it difficult to encourage the young mothers to participate. A qualified teacher in the Playgroup is needed to ensure this program can be successful.

Partnerships with other organisations that offer Health Services to Anangu have been coordinated. One successful program is that run by the CaFHs nurse who visits one day a fortnight. Other services have been: Nganampa dentist, Eye and Ear Health sister, NPY Women’s Council Nutrition Team and their Youth Worker providing healthy cooking lessons.



An office for a Families SA worker is set up at the CPC but sadly no-one has been appointed to the position for over a year. This is another position that is needed in Fregon.

Another program initiated during the year as part of the whole School Improvement Plan was 'Take Home Reading' books. The children were given back-packs and parents were encouraged to read the chosen books to their children and bring them back to exchange for new books each day. It proved successful initially with some children really enjoying it, but because of difficulties in home life participation gradually dropped off. More books were bought cheaply and we tried again. We feel it is a worthy program and will continue providing books to the children, with the knowledge that we are increasing the literacy material available to our children and the wider community.



A good transition to school is vital for children to be successful, especially when children have special needs. In 2016 the Preschool and Junior Primary teachers worked together to develop a new Transition Program. This involved frequent reciprocal visits by both groups and the implementation of a play based program in the Junior Primary class after lunch. Meetings with parents, teachers, Principal, doctor and the Special Educator, before transition began also supported a successful transition for one child with special needs.



We recognise that if children are to learn they require their basic needs to be met. Routines have been established to promote healthy eating and hygiene. Face washing with particular attention to the eyes, hand washing, nose blowing and teeth brushing are daily expectations, and the Preschool children are developing independence in these routines. Playgroup Mums are encouraged to bath babies and we wash the children's clothes. Breakfast is offered to both Preschool and Playgroup children, fruit is provided as a snack and lunch is provided from the canteen at the school. Mothers are offered cheese, biscuits and fruit and are welcome to make themselves a cup of tea. Mothers also receive a bag of fruit once a week to take home.



The outdoor environment was enhanced with vegetable planters and a successful crop of zucchini, beans and tomatoes grown. These were used in cooking activities and the tomatoes eaten directly from the bushes. Railing was also installed on the decking to create corners for activity, a pulley system over the sandpit, an outdoor chalkboard and a fence moved to provide more play space and an area to build a traditional 'wiltja.'

Indoor improvements included the installation of TV and computer in the Quiet Room to show book and song animations and enable us to look up information together. The addition of a larger aquarium with pump made caring for our fish easier and more fun to watch.



The DECD survey was a difficult task for most parents with only 50% being completed. However from these we were able to see that families were happy with the quality of teaching and support for learning that was occurring in the Preschool. An area that we found could be improved was opportunities to be involved in decision making through the Governing Council. As a result of this we now have Preschool members on the Council. Anangu are often shy to ask questions or make comments, so we have also installed a 'Communication Box' and encouraged families to give us feedback about our programs.