



# Fregon Anangu School and Fregon Child Parent Centre

## 2020 annual report to the community

Fregon Anangu School Number: 1196

Fregon Child Parent Centre Number: 1580

Partnership: Anangu Lands

Signature

School principal:

Mr Matt Green

Governing council chair:

Goodwin Phillipus

Date of endorsement:

16 May 2021



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Fregon Anangu School Site No 1196

Our school caters for an enrolment of 60 Anangu students who speak pitjantjatjara as their first language, but the formal teaching and learning of Standard Australian English (SAE) commences at the preschool located in our family centre for children age 3 who are then eligible to attend the Preschool.

Fregon School has managed to maintain attendance rates especially for the primary cohort. 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 taken on the role to improve and monitor school attendance. The strategy started at the beginning of the 2020 school year but struggled to get traction perhaps due to the uncertainty caused by COVID.

Planning for the new school under the Building Better Schools Program has finally reached the tender stage after a series of public consultations and many meetings with the architects GGA. A short visit to the site was arranged at the end of 2020 for all those involved in the planning. The wet-deck was omitted due to funding constraints.

2020 was to be the 40th year celebration of our association with Victor Harbour (the longest association between two communities) but was put on hold due to travel restrictions. We did manage to have two students Nicole and Nakia attend VH in 2020 as part of their induction to Wiltja Boarding.

In 2020 the school had 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 at times, 2 SSO's, a learning and well-being B1 coordinator/teacher and SSO to support intervention.

The Family Centre has a daily attendance of 6-11 Preschoolers and 4-8 infants and their parents supported by an Early Years Teacher and an SSO in the preschool while the Playgroup has an SSO trained to assist in the FAFT (Family as First Teachers) program.

Highlights included the operation of the OP Shop for families by the MP's. The Kungka Ninti Camp (a camp for girls to have conversations about relationships/sexual health in a cultural context) was postponed but our teachers continued to showcase their work in maths and tracked the students growth in number assisted by curriculum advisor Rosslyn Shepherd from "Maths in Focus". The school saw its first successful 2-Way Science Camp to Oak Valley which heralded in an exciting science program with a cultural focus.

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 the building plans, school attendance, community expectations and student behaviour issues.

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 was 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. Training for Governing Council Members was held mid 2020.

The Council towards the end of conducted several consolation meetings with community to showcase each stage of the school upgrade project which is estimated to start in 2021 with an estimated cost of 8 million dollars.

# School quality improvement planning

Adherence to develop clear whole school Reading culture and expectations for the Fregon staff and students using the same structure and approach outlined in our previous SIP's for mathematics.

Our School Improve Plan highlights the following as key elements of the improvement agenda.

- Daily whole school Reading sessions in the Library every morning continue to develop confidence and interest in Reading.

- Celebrating number of books read

- participating reading with an adult has improved students willingness to choose a book to read and discuss

Collect data to inform planning,

Differentiated learning and Target Meetings for learners needing more time or Stretch.

- First Steps in Reading checklists have been used in all classrooms and data has been collated

- Running Record data collected as per Partnership timelines and analysis has shown some correlation with the First Steps data

- Data shared with staff and as a result individual students will be highlighted for specific support.

- Monitor progress in planning and PLC sessions with running records training and EALD coaching

- Use See Saw as a evidence gathering and recording tool

Phonics fluency..... Blending/ decoding..... Identify words in sentence.....Sight words..... Using rhyming words

Choice of reading materials..... Discussing intent .....Seeking information

Continue PD in Running records

- Encouraged all adults to engage in listening and speaking with learners as often as possible to expand vocab and build oral competencies

- Ensure the collection of reading material caters for interests – fiction and non-fiction

- Planned across the school to have consistent structures in literacy blocks (fluency, core and choice )

- Ensured students reading to self and others, staff reading to and with students on a daily basis (daily 5)

Revisited the Big Six and share ideas about ways to build up confidence in all areas in PLC meetings

Built on from current research effective teaching and learning strategies

Established PD fortnightly /one admin meeting one pd plc meeting

Though its was agreed to use the 'big six' and the 'daily 5' the PLC in 2020 collegially explored what this looks like in the classrooms throughout the school and built on linking this to students experiences and capacities. The literacy goal specifically targets reading and we have seen that reading progressions are reliant on oral language development and explicit teaching opportunities. The next steps are to embed the literacy block in the school practice that will support the capacity for target meetings , core and fluency pedagogy

Our literacy blocks will need to revisit, make explicit and track learning that informs literacy learning progressions and therefore inform appropriate teaching strategies.

As we had a large staff turnover for 2020 we held the first three PLC sessions to ensure that new staff on the educating team understand our collegial SIP goals philosophy and procedures.



# Preschool improvement planning - review and evaluate

## THE PRINCIPLES THAT INFORM OUR PROGRAM

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.

### In respect of Children

1. In Fregon preschool 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 team in the Family Centre/preschool will listen to Anangu voice about caring and teaching the Anangu children.

### In respect of the program:

1. In addition to enhancing school readiness Fregon preschool hopes to give its children sound cognitive and social foundations on which to build future educational and life successes and opportunities.
2. We will support the teaching of English and Pitjantjatjara as the first language.
3. Encourage traditional music and dance and understand that to be successful our program must be relevant to our children and their daily lives.

### 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 task of starting the learning journey 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 implementing high quality, engaging programs that will foster in the children positive dispositions for lifelong learning and opportunities to reach their potential.

### 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 evidence derived from our tracking data for each child to design meaningful and differentiated programs for every Fregon children.

## Improvement: Aboriginal learners

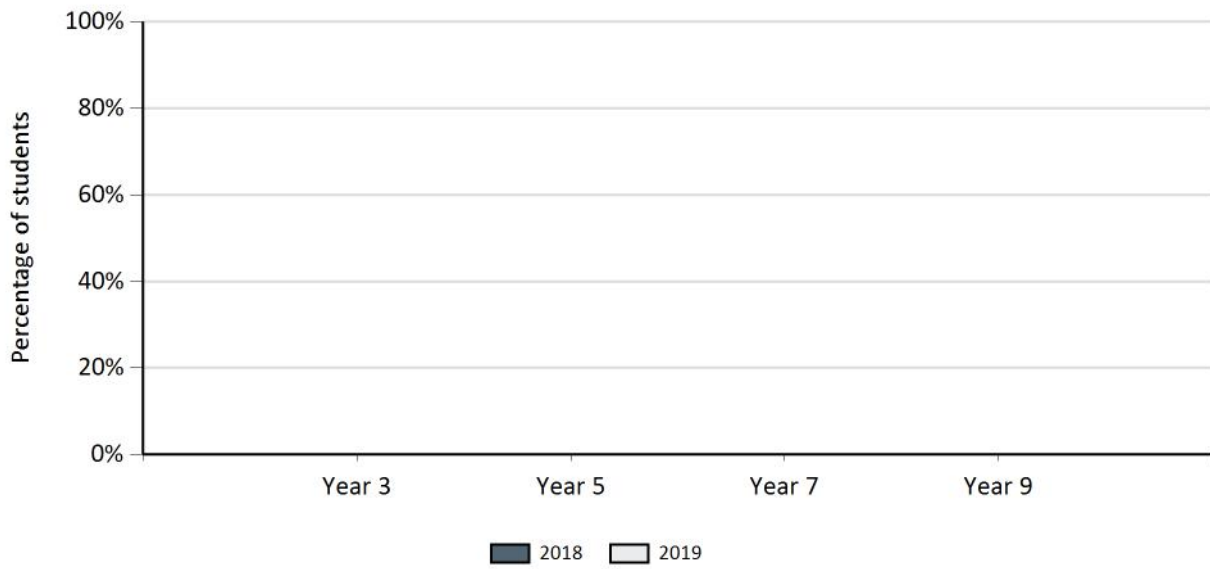
To align Fregon School with Aboriginal Learner strategies and the intent of the ALALR, Fregon has and is continuing to engage with community via the Governing Council by developing strategies which recognise the strengths of our learners. Consistency around language and lesson structures has reached through school wide agreements. The use of hand signals to support behaviour and classroom management for EALD learners are some of the adjustments the school has undertaken to accelerate learning in our school. Using the sounds which are used in their first language as a springboard into phonics is an important adjustment to the learning sequence when considering the programs for teaching and for the learning of phonics.. The development of our NINTI WORDS packs and related tracking tools has lead to greater buy in by the students. With the acquisition of resources such as the recently published SPELD readers for Anangu learners, regular meetings with the FLMD coordinator and the review of all school materials should see greater success as the students transition from their home language to aboriginal English to SAE in 2020/21.

# 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

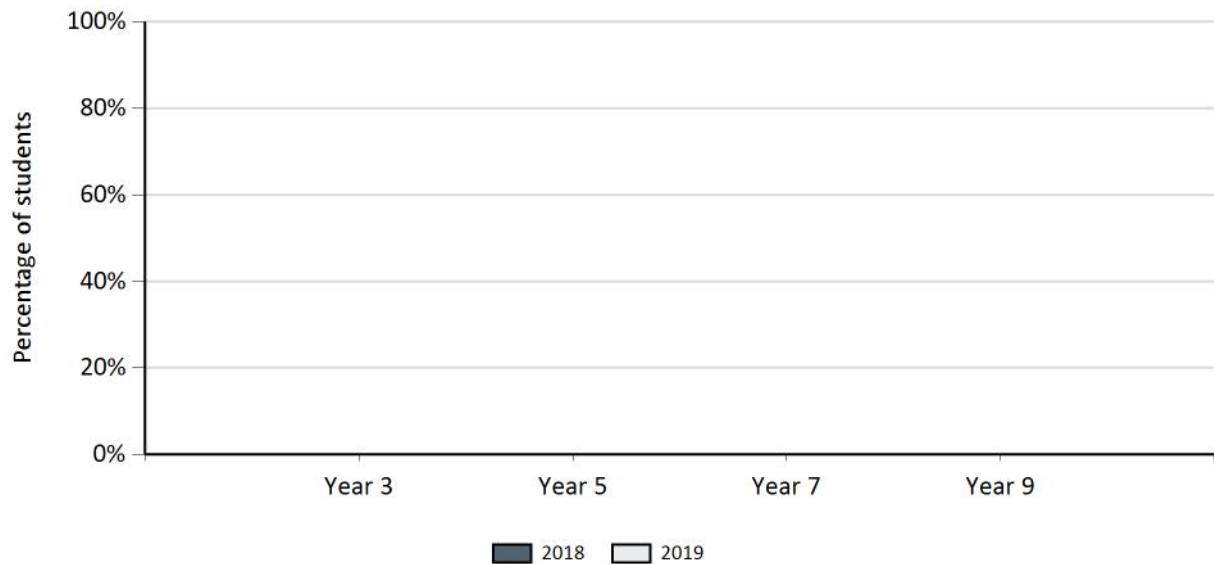


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2020 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 2020.

\*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 2020.

\*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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|--------------------------|---|----------|--|----------|--|----------|
|                          | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 3 2019              | *   | *        | *  | *        | *  | *        |
| Year 3 2017-2019 Average | *   | *        | *  | *        | *  | *        |
| Year 5 2019              | *   | *        | *  | *        | *  | *        |
| Year 5 2017-2019 Average | *   | *        | *  | *        | *  | *        |
| Year 7 2019              | *   | *        | *  | *        | *  | *        |
| Year 7 2017-2019 Average | *   | *        | *  | *        | *  | *        |
| Year 9 2019              | 8   | 8        | 0  | 0        | 0%   | 0%       |
| Year 9 2017-2019 Average | 6.3   | 6.3      | 0.0  | 0.0      | 0%   | 0%       |

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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.

# School performance comment

Growth and Tracking growth across mathematics and reading is developing a culture of improvement and success.

Simple tools such as the Ninti Word list give our staff the ability to help students track their development using a simple and linear model.

Staff and student surveys reflect a positive disposition to learning and the school's ability to meet students needs.

Families have continued to be supportive of the teachers endeavors to provide learning programs that are responsive and culturally respectful

## Preschool attendance

|             | 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%  | 12.9%  |
| 2020 centre | 37.5%  | N/A    | 8.7%   | 80%    |
| 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%  | 86.4%  |
| 2020 state  | 89.3%  | 82.0%  | 84.8%  | 85.9%  |

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.

\*Note: Term 2 2020 data may not be available for all preschools.

## School attendance

| Year level      | 2017   | 2018  | 2019   | 2020  |
|-----------------|--------|-------|--------|-------|
| Reception       | 65.0%  | 73.1% | 61.7%  | 50.9% |
| Year 1          | 64.6%  | 64.8% | 74.4%  | 58.7% |
| Year 2          | 57.2%  | 71.1% | 75.6%  | 61.5% |
| Year 3          | 57.9%  | 76.0% | 72.6%  | 72.6% |
| Year 4          | 69.2%  | 74.7% | 74.1%  | 49.7% |
| Year 5          | 78.1%  | 59.0% | 84.1%  | 66.6% |
| Year 6          | 65.6%  | 61.0% | 80.0%  | 54.7% |
| Year 7          | 62.2%  | 73.9% | 72.7%  | 49.3% |
| Primary Other   | N/A    | N/A   | 100.0% | 29.8% |
| Year 8          | 67.8%  | 58.1% | 49.9%  | 33.6% |
| Year 9          | 49.7%  | 57.5% | 65.2%  | 28.4% |
| Year 10         | 98.5%  | 76.8% | 70.7%  | 38.4% |
| Year 11         | 82.5%  | 80.1% | 80.5%  | 53.1% |
| Year 12         | 100.0% | 79.3% | 46.3%  | 64.1% |
| Secondary Other | N/A    | N/A   | 91.2%  | 64.4% |
| Total           | 70.8%  | 68.7% | 70.7%  | 51.9% |



## Attendance comment

School attendance data showed that Fregon managed to hold steady on the improvement of previous years.

A number of factors influenced our attendance and can be seen from our data.

Attendance of students in the primary school if in community is very high both in Primary and Junior primary.

Fluctuations in our attendance relate mainly to poor results in the secondary cohort.

To support greater attendance in school we introduced Nic Finns Attendance Tracker and worked closely with the new PYEC attendance personal lead by Sam Ken.

Issues around a large group of students having moved to Watinuma in 2020 meant that the school vehicle was having to do a daily round trip of 100 km to do a pick up as the families didn't have a reliable vehicle.

## Preschool enrolment

| Year | Enrolment by Term |        |        |        |
|------|-------------------|--------|--------|--------|
|      | Term 1            | Term 2 | Term 3 | Term 4 |
| 2017 | 4                 | 8      | 8      | 9      |
| 2018 | 13                | 12     | 12     | 12     |
| 2019 | 13                | 17     | 20     | 24     |
| 2020 | 24                | N/A    | 23     | 12     |

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.

Term 2 2020 data may not be available for all preschools.

## Preschool enrolment comment

Fluctuations in attendance, new enrolments and the need for support service assessments was characteristic of the year punctuated by COVID protocols and restrictions.

A large number of children although having reached preschool age staying in the preschool setting in order to develop their capacity to make a successful transition.

## Behaviour support comment

Fregon School adopted a versatile and responsive trauma informed approach to managing behaviours. Our teachers work closely with leadership to support all student to achieve their potential. We recognize that students come with different capacities, abilities and tolerances and respond differently to the levers we use to manage behaviours. For some teachers this is a difficult skill to master without a clear understanding of the trauma informed practise and research. To this end we enrolled all staff in 2020 to complete the Berry St Program.

Due to Covid this will now take place in 2021. To guide our approach teachers and Fregon follow the principles outlined in the Calmer Classrooms document.

## Client opinion summary

Client opinion survey showed that Fregon has made strong progress across all 16 criteria. 80% of those surveyed strongly agreed that with the premise that the school was performing well. An interesting outcome information gleaned from item 16 which referred to the Future Pathways. A copy of the survey is available on our web site.

## Intended destination from Preschool

| Feeder Schools (Site number - Name) | 2017   | 2018   | 2019   | 2020   |
|-------------------------------------|--------|--------|--------|--------|
| 1196 - Fregon Anangu School         | 100.0% | 100.0% | 100.0% | 100.0% |

NOTE: The data is collected in Term 3. 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), Term 3 2020 collection.

## Intended destination from School

| Leave Reason                | Number | %     |
|-----------------------------|--------|-------|
| Employment                  | 0      | NA    |
| Interstate/Overseas         | 5      | 20.8% |
| Other                       | 3      | 12.5% |
| Seeking Employment          | 0      | NA    |
| Tertiary/TAFE/Training      | 0      | NA    |
| Transfer to Non-Govt School | 0      | NA    |
| Transfer to SA Govt School  | 12     | 50.0% |
| Unknown                     | 4      | 16.7% |
| Unknown (TG - Not Found)    | 0      | NA    |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Destination comment

Two students were enrolled for 2021 at Wiltja Boarding and Avenues College.

## Relevant history screening

All staff and volunteers have an current WWCC.

# 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 | 10                       |
| Post Graduate Qualifications | 3                        |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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            | 6.0            | 1.3                | 4.9            |
| Persons               | 1              | 6              | 4                  | 5              |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

| Funding Source       | Amount      |
|----------------------|-------------|
| Grants: State        | \$1,843,124 |
| Grants: Commonwealth | \$110,000   |
| Parent Contributions | \$16,600    |
| Fund Raising         | \$20,000    |
| Other                | \$0         |

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

## 2020 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 2020 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 wellbeing and engagement  | FLO program supported with this funding for older group of boys to re-engage in learning and pathways opportunities. Support in resources and personal to enable the program to operate successfully.    | Cafe and the fellas group operated developing essential life skills.  |
|  | Improved outcomes for students with an additional language or dialect  | AE's support all all classrooms and students to develop a belief in the the students ability to learn and flourish in both worlds.   | AE's working to develop tracking and monitor in first language and assisting  |
|  | Inclusive Education Support Program  | Pedagogical approach to teaching and learning is inclusive and differentiated.   | Success in introducing the the Ninti Word List  |
| Targeted funding for groups of students  | Improved outcomes for<br>- rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br><br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | Support for teachers and learners via the employment of AE to support each classroom.  | AE's support the teaching of first language and the use of the agreed lesson structures for the teaching of numeracy. |
| Program funding for all students         | Australian Curriculum  | Funding is used to support the work of our numeracy and literacy consultant/ coach. Her guidance is critical in the way we have developed our agreements and the implementation of the integrated units. | Teachers plan, teach and track their students using the integrated units.   |
| Other discretionary funding              | Aboriginal languages programs Initiatives  | Students learning is always connected to their culture and the context in which they live.   | Resources compiled. An FLMD notice board and teachers skill and able to support.                                      |
|  | Better schools funding   | Trt and release to support one plan that teachers can develop for students.  | Teachers developing one plans with Goals consistent with the SIP and aims   |
|  | Specialist school reporting (as required)  | NA   | NA  |
|  | Improved outcomes for gifted students  | NA   | NA  |

## 2020 Preschool annual report: Improved outcomes funding

| Improved outcomes category (where applicable to the site)                          | Briefly describe how the 2020 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  | Purposeful play based activities planned and implemented using the EYLF.   | Oral language and engagement targets met and evidence of learning shared with parents. The PQIP goals reflect directly maths thinking. |
| Improved ECD and parenting outcomes (children's centres only)                      | Funding supported the employment of 2 attendance officers for improve the attend level of our children. New play equipment and materials were purchased. Parents were invited to share their children's successes in order to develop greater levels of trust. | Enrolment was consistent and engagement by parents is more respectful and helpful in the playgroup and preschool                       |
| Inclusive Education Support Program  | SSO 1 to support the teacher to identify and develop strategies to help children access the preschool program.   | Individual plans highlighting goals developed the maximize the opportunity to access the teaching and learning in the preschool.       |
| Improved outcomes for non-English speaking children who received bilingual support | Engage and encourage the FAFT program in the playgroup only. Use of family and their involvement in weekly language and culture sessions.  | Pitjantjatjara is the stepping stone in the playgroup and preschool to developing oral and listening 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.