SCHOOL CONTEXT STATEMENT

Updated: May 09

School number: 1196

School name: Fregon Anangu School

1. General information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>Fregon Anangu School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No</td>
<td>1196</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Ralph Earle</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PMB 132 Fregon, Via Alice Springs NT 0872</td>
</tr>
<tr>
<td>Phone No</td>
<td>08 8956 2955</td>
</tr>
<tr>
<td>Fax no</td>
<td>08 8956 7555</td>
</tr>
<tr>
<td>School Email</td>
<td><a href="mailto:principal@fregon.sa.edu.au">principal@fregon.sa.edu.au</a></td>
</tr>
<tr>
<td>Location Address</td>
<td>Fregon Anangu Community</td>
</tr>
<tr>
<td>Region</td>
<td>Far North and Aboriginal Lands</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>1343 Km's</td>
</tr>
<tr>
<td>CPC attached</td>
<td>Yes</td>
</tr>
</tbody>
</table>

August 08 FTE

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td>6</td>
<td>1</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Year 1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Year 2</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Year 3</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Year 4</td>
<td>9</td>
<td>3</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Year 5</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Year 6</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Year 7</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>11</td>
<td>1</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Year 9</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Year 10</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Year 11</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td>43</td>
<td>61</td>
<td>55</td>
</tr>
</tbody>
</table>
Part B

Principal’s name
  Ralph Earle

School e-mail address
  principal@fregon.sa.edu.au

Staffing numbers
  FTE 6.6, including one Anangu teacher; six AEW’s and two SSO’s

Enrolment trends
  Enrolment has decreased slightly over the past five years however student retention has improved significantly and programs are being implemented to engage older students. A significant factor for any Anangu community is the transient nature of the population.

Year of opening
  The school at Fregon was establishing in 1960

2. Students (and their welfare)

General Characteristics
  The majority of students are Anangu and their first language is Pitjantjatjara as this is usually the language spoken at home. The students are only introduced to English when they start school.

  A significant factor for Anangu Communities and Schools is the transient nature of the population. The School can have students who attend for periods of days or weeks and then return to their home communities.

  They tend to live in large family groups within Fregon Anangu Community or on their Homelands.

Pastoral Care Programs
  Relationships between the students and their teachers are very important. This relationship is facilitated and supported by AEWs and the Anangu Coordinator, who is the Anangu Leader, in the School. All play a large role in student welfare and pastoral care.

Support Offered
  Class numbers are small. Each room has sound field amplification systems to help with instruction due to hearing issues. As well as the class teacher there is also an AEW allocated to each class to assist both the teacher and student with understanding each other. A team approach is encouraged.

  Fregon Anangu School receives support from Anangu Education Services. This support includes the Support Services Team, comprising Guidance
Officer, Hearing Impairment Coordinator and Speech Pathologist who visit regularly to assist the Students with their health and well-being, and Disability and Wellbeing Manager; Early Childhood Coordinator.

**Student Management**

The Student Behaviour Management Policy was developed jointly with Fregon Anangu Community and Fregon Anangu School Staff. We are continually improving and amending the Policy, inclusive of culture, social, academic learning experiences and language, through the development of stronger relationships between Anangu and Piranpa. The school is committed to working closely with the Community in an effort to better understand and respect both cultures.

**Student Government**

Teachers and students in 2009 are continuing to work towards developing democratic student governance with delegates from all classes. As with all Anangu Schools Fregon is committed to the philosophy of self determination for Anangu. This belief is the driver behind many of the school programs.

**Special Programmes**

Literacy and Numeracy are the major foci across the school.

Fregon Anangu School has developed a whole school approach to literacy. We are an active participant in the Accelerated Literacy Program which encompasses all the schools with the Aboriginal Lands Region. This program is intrinsic to the literacy focus of the School r-12.

Numeracy has been a focus for the school since 2003. The program is based on SACSA Framework. Maths 300 is used to support the work we do within the SACSA Framework at this site.
3. Key School Policies

Site Strategic Plan

Schools on the APY Lands operate under the umbrella of PYEC.

PYEC has a 3 Year Plan and the Aboriginal Lands District has a 3 Year Strategic Directions Objectives. These plans give direction to the individual sites in developing their Site Plans. Fregon Anangu School has an Annual Plan that identifies school priorities.

2009 and beyond there will be a greater development in terms of school/community cultural activity. These events will enhance staff, student and community relationships.

4. Curriculum

Subject offerings

Curriculum areas are coordinated between Anangu Schools and are based on SACSA frameworks. Fregon Anangu School has a strong history of curriculum/policy development and documentation.

Fregon Anangu School delivers Accelerated Literacy as the mandated literacy framework. Numeracy incorporates a hands-on approach and Maths 300 and Mathletics are well resourced.

A Pitjantjatjara language program is taught by trained Anangu staff. The Anangu Coordinator also works with AEWs and the students on the Keeping Safe Program (Child Protection Curriculum).

Special Needs

The majority of our students are ESL Learners. ESL Methodologies underpin all curriculum areas.

Significant numbers of students suffer intermittent hearing loss (Otitis Media). All classes from CPC to Upper Primary are fitted with sound field amplification systems.

Assessments and referrals are available through the Support Services Team. There is an ongoing commitment to Negotiated Education Plan / Individual Learning Plans for our students.

Special curriculum features

Teachers and AEW’s work as a team. Children predominately speak English as a Second Language (English is sometimes referred to as a foreign language). For this reason teaching methodology must be explicit with a strong ESL focus.
Literacy and Numeracy are a continuing priority for our school. Teaching focuses on ESL methodologies, Accelerated Literacy and ESL Scope and Scales is used as a writing assessment tool.

PYEC and DECS have introduced a domain separation approach in which AEWs and Communities are responsible for teaching traditional Pitjantjatjara and Yankunytjatjara Culture, Language, Land Management, Tjurkurpa (traditional story telling), Inma (traditional dance and songs) and Country. Piranpa (non-Anangu) teachers are responsible for teaching the mainstream aspects of the curriculum.

Assessment procedures and reporting

Fregon Anangu School assesses and reports according to our current Assessment and Reporting Policy. Teachers and AEWs report in written and verbal form at least twice a year, at the end of terms 2 and 4.

Joint programmes

The Wiltja Secondary Program (based at Woodville High School) offers metropolitan High School opportunities for Anangu Students. Indulkana Anangu School has a number of students attending this program.

Victor Harbour Educational Exchange is an important aspect of the life of the school. This Exchange program has been carried out annually for the past 25 years. It involves a two week long visit to Fregon Anangu School by Victor Harbour Primary School mid year. A group from Fregon Anangu School visit Victor Harbour Primary School as part of the reciprocal nature of the program.

5. Sporting Activities

Our Students develop a strong sense of self and pride in their sporting prowess. All students actively participate in all the sporting activities at the School. Once a year the students participate in an across-Land Sports Day and Dance competition. Daily fitness is encouraged with all classes.

A joint program between Land’s schools and the SANFL coordinates sports such as football, basketball and netball.

SAPSASA sports also are offered across the Land’s schools.

6. Other Co-Curricular Activities

General

Weekly whole school reading activities each school day. Curriculum through cluster learning band networks assist in developing the teacher’s tool kit of knowledge and skills.

Special

Bi-Annual Anangu Education Services Conference in Alice Springs. This is a three day conference for all staff employed in schools on the Anangu
Pitjantjatjara Yankunytjatjara Lands (APY Lands). A full program of raining and Development is offered for Leaders, Teachers, AEW’s and SSO’s.

Christian Inma (religious instruction) offered by Anangu in Pitjantjatjara are a feature of the School program.

Regular School Assemblies are held outdoors in front of the community. This gives opportunity for parents and community to see aspects of the curriculum and awards and achievements relating to the You Can Do It Program.

7. Staff (and their welfare)

Staff profile
Currently staff comprises both contract and permanent teachers with a balance in terms of age and experience. A supporting and development Performance Management Strategy exists, including a strong induction program for all new staff members. A strong collaborative relationship exists between all schools within the District and also Wiltja Residential Program and Wiltja Secondary Program.

Leadership structure
Positions in 2009 include: Principal; Coordinator (2) Induction; Coordinator (1) Literacy Induction – 6 weeks only; Coordinator (1) Accelerated Literacy

These people form the Leadership Team and along with the Social Worker and TAFE Coordinator form a Planning Group.

Staff support systems
New staff are required to attend an Induction Program at District level guiding them through a variety of topics from and Introduction to Anangu Cultural to 4WD training over an 8 day period.

In order to maximise communication, staff are all involved in regular staff meetings as well as meetings pertaining to their particular area of expertise. These meetings may also involve other schools within the District.

Training and Development opportunities are continuously being offered.

Personnel Counselling is available from a Counsellor who visits the schools on a regular basis. The Counsellor is also available in emergency situations.
Performance Management

Performance Management Plans are developed and implemented throughout the year according to DECS Performance Management Guidelines.

The Performance Management process is aimed at meeting individual staff needs and is negotiated directly with the Principal. The process is regular and varies according to individual needs.

Access to special staff

Regular visits by Support Services Team members assist staff with any issues that are raised with students.

Australian Hearing also makes regular visits to schools ensuring the continued improvement in students hearing. Families SA and CAHMS are available to case manage individual students.

8. Incentives, support and award conditions for Staff

Locality allowances/Country Incentive

Locality Allowances are paid to all teachers, as per the Commissioners Standards Guidelines 3.2, who teach more than 0.4 time. Additional amounts are available for spouse and children.

A Zone 5 Country Incentive is paid to staff.

There is also a Special Zone Tax B Rebate available.

Shorter terms

Due to the distance of the School from Adelaide the staff are allowed two travel days at the beginning and end of each school term.

Housing assistance

Housing is comfortable, air-conditioned and fully furnished. DECS subsidises rent, gas, electricity and water. DECS also subsidises storage costs incurred whilst employed at Fregon Anangu School.

Cooling for school buildings

All classrooms and offices in the school are air-conditioned.

Designated schools benefits

With the approval of the District Director, teachers may receive a terms paid study leave, after a minimum of two years service, with one year being a permanent placement.

Medical expenses

Hepatitis B immunisations are available upon request and free of charge.
Medical and Dental treatment – emergency treatment is supplied by the Ernabella Clinic (a doctor is based in Ernabella). All other treatment can be accessed through the Non-Metropolitan Award.

**Relocation assistance**

DECS pays for removals to and from the appointment.

**Principal’s telephone costs**

DECS pays for line rental on home telephones. The call costs are charged back to the School and any personal calls are to be then reimbursed by the Principal to the School.

### 9. School Facilities

**Buildings and grounds**

All buildings are situated so they surround a large basketball court area. There is a recently built administration area and multipurpose hall, which includes toilet and shower areas. There is a Child Parent centre complex and four other teaching classrooms, A recently renovated canteen, home economics building and a number of storage sheds for camping equipment, bicycles etc. there is a well equipped technical studies shed but there are plans to upgrade this.

**Cooling**

All school buildings and classroom either have reverse cycle air conditioning or evaporative cooling.

**Specialist facilities**

Canteen, TAFE Room, medical clinic close to the school, Dental Van visits, flying doctor service

**Student facilities**

Music room, multi-purpose hall, night basketball courts, computers and interactive whiteboards in all classes – some are wireless laptops for greater flexibility.

**Staff facilities**

Modern staff room with two stand alone computers and several wireless laptops.

**Access for students and staff with disabilities**

One disabled toilet.

### 10. School Operations

**Decision making structures**

Over a number of years, there has been a steadily developing trend for Anangu to seek greater control over decisions on school issues and
policy/curriculum directions. In line with requests from Anangu and with the DECS policy on community involvement in schools, this movement was formalised in an agreement between Anangu Education Services (AES), the Minister for Education, The Pitjantjatjara Yankunytjatjara Education Committee (PYEC) and the communities that PYEC represents. Each Anangu school community has representatives who serve on the PYEC. It meets regularly with the Aboriginal Lands District Director, Coordinating Principal and Principals to make determinations related to policy and curriculum matters associated with education across the APY Lands.

All Schools on the APY Lands are locally managed. School Staff and Governing Council participation is strongly encouraged, within a democratic environment, as they major decision making bodies. Other School based Committees involving staff and community members include Finance, OHS&W, and Personal Advisory Committee. Community Council and Community Members are encouraged to participate as appropriate.

Regular publications
The school publishes what is termed a Newsflash, because it contains only several messages at a time as the community speaks English as a second language.

Other communication
School community and parent meetings are held regularly.

School financial position
The school is well-resourced and is in a sound financial position.

Special funding
The school qualifies for funding avenues such as ITAS, CAP and other avenues that must be applied for such as Investing in Schools, which offer opportunity for students to access more assistance.

11. Local Community

General characteristics
Fregon Anangu School is part of the Kaltjiti Community situated between the Musgrave and Everad Ranges in the Pitjantjatjara / Yankuntjatjara Lands. The population is approximately 250. Anangu rarely speak English outside of the services such as the Clinic and School.

The climate is very hot summers and cool winters with very cold night time temperatures with rainfall generally occurring in summer.

Parent and community involvement
The Governing Council is the main focus for parent and school activities and there are many occasions where the school has functions for parents and community. Examples are; Hair and Beauty Nights, training and
development in joint programs such as You Can Do It, Christmas, Harmony Day, Bush Cultural Trips.

Local care and educational facilities

The Community has a Home Makers Centre but other than that the school is the main focus.

Other local facilities

The Community has a football oval.

Availability of staff housing

There is a sufficient Government housing stock of three bedroom houses and two bedroom duplex houses available in the Fregon Community to meet the existing needs.

Accessibility

The Greyhound bus stop is located 200km away on the Adelaide to Darwin route.

Local Government body

The Fregon Community has its own Community Council but the overarching governing body is the APY Council with offices in Alice Springs and Umuwa

12. Further Comments

Fregon is not a traditional site but was an outstation of the Ernabella Community and has a mixture of family groups that do not always relate well to each other. Work in Fregon is rewarding as the cultural experiences are unique and exciting.

Over the years there has been a steadily developing trend for Anangu to seek greater involvement in school issues and policy/curriculum directions. At the request of Anangu this movement was formalised in an agreement with the Minister of Education, Anangu Education Services and Pitjantjatjara Yankunytjatjara Education Committee (PYEC).

Each community also has representatives who serve on the PYEC. This body meets regularly to make determinations related to policy and curriculum matters associated with education across the APY Lands.

Individual communities and their Governing Councils have a strong roll to play in decisions associated with the education of their children. It is part of the responsibility of individual school principals to ensure that this link between school and community is maintained and developed so that genuine empowerment of the community in matters relating to education and school occurs.
The Anangu Education Services office located in Adelaide and Ernabella, led by the District Director, provides administrative, financial and curriculum support and training and development facilities.

The APY Lands are held on freehold title under the terms of the Anangu Pitjantjatjara Yankunytjatjara Land Rights Legislation.

People not covered under the terms of this legislation require permits to enter and work on the APY Lands.