



Creativity

Duality

Empowerment

Hope

Sustainability

Presentation and Virtual Tour

We would like to acknowledge Kurna Country as the home of Ngutu College and pay our respects to Kurna Elders past and present. This is incredibly important to us as we operate with Aboriginal knowledges guiding us. We are a symbol of reconciliation, integrating Aboriginal ways of knowing with the formal curriculum, coming together to give everyone voice. Giving one person or group voice or power does not need to be someone else loses theirs – it can mean that we all have voice and we are all powerful.

Below, we describe some of the features that is described in the ‘virtual tour’ videos and a few extras:

- There is a maximum of 25 children per year level.
- Children are grouped in mixed age groups (usually 3 year-levels) and each of these groups has a maximum of 25 children. The total number of children starting in 2021 is capped at 150, while a few additional learning spaces are built in the first half of the year.
- Each group is staffed with a teacher and when operating as a whole group, has a co-educator also.
- In 2022, the remaining schools in S.A. will transfer year 7 across to high school. This will mean that children and young people in year 6 and 7 will transition from primary to high school. At Ngutu College, this will be a seamless transition as our year 6s and year 7s will still be with us. Not only will they not have to face the big leap from being the seniors to the juniors, they will become ‘high school’ together as a larger supportive group. This first group will remain the college seniors through to 2026/7 when they graduate from year 12. It is a once in a lifetime opportunity and only available to very few.
- In all classrooms there will be common items and a common feel, although they will look a little different across the junior, middle and upper spaces.
 - Class library – to enable children to have access to literature throughout the day. They are able to access the college library too, but it isn’t the same as having reading materials at your fingertips.
 - Individual book boxes – children choose the texts that go into their book box and know that a favourite will be there when they are ready for it.
 - Story Tables – Children can read a favourite text and bring it to life with adjuncts, then perhaps rewrite the story to one of their own.
 - Book making folders or writer’s notebooks – children build their identity as authors and illustrators becoming producers of knowledge. Children progress from being book makers to writing with the aid of writer’s notebooks, a tool used by many professional authors.
 - Paper Café – a space in the class that has all of the materials required for bookmaking, providing access to materials for children. Teachers are not the holders of learning materials – children are trusted to access what they need when they need it.
 - Invitations to learning – materials are structured in such a way that children will know what they can do for learning tasks, with or without written instructions or teacher instructions, so they are not held up waiting for a teacher, they can get on with it and take control of their learning while being intentionally led by the invitations.

- Natural materials – mathematical ‘counters’ are natural pods and the like. This brings the outside in, has children connecting with nature, is soothing colours (not the bright plastic counters) and been varied in texture, support learning through kinaesthetic connection.
 - Quality literature where children are able to see people that look like them and feel like them and literature that relates to the project focus and encompasses mathematics.
 - Sensory materials – if children need to have sensory breaks or materials that help them to self-regulate their emotions, a range of materials and spaces are available for this.
 - Repurposed furniture is used throughout the college to reinforce our value of sustainability, to have more timbers in the indoor spaces and to have diversity of spaces (reinforcing uniqueness not the control that is demonstrated by all sitting on the same seats at the same tables with the same books etc.) Where we can, we use circular tables to enable yarning in the circle. The repurposed furniture also enables a smoother transition from home to the classroom.
 - Living things, certainly plants and an array of animals are accessible.
 - The materials in every classroom, collectively de-institutionalise the spaces, bringing calmness and comfort and valuing children – being in a place of learning rather than an institution.
 - Numeracy is not only taught during maths lessons. It is learned throughout the day using tools that are always accessible, including voting (tallying) opportunities, multiple clocks (types and time zones), calendars and weather information.
 - Documentation of children’s learning is available and respectful to the learner’s efforts. This documentation is presented outside of their class also, in our gallery space. In the classroom the focus is on quality not quantity. There is not over-stimulating visual noise of work hanging all through the room.
 - Throughout the room, children can express themselves in any number of their languages, digital, pictorial, wire, clay, written, oral ...
- The curriculum meets all Australian Curriculum requirements, aiming for children to achieve the national standards, and allows flexibility in how children make get there. While working towards these standards, inquiry, deep learning and maintaining a love of learning are at the forefront of educator’s minds.
 - Ngutu College values what children bring. There is no talk of closing gaps, just building on strengths and giving nudge into areas for development.
 - Children have access to specialists in the Arts and other Creative and Expressive Disciplines. Some are teachers but most are active professionals in the field. Some of these specialists have the opportunity to be in residence, with studios available on site. This means that children not only have the opportunity to engage with active specialists, they also have the opportunity to see them in action.
 - Note: All specialists are professionals in their field and like and respect children! They all have to meet child-safe requirements according to strict policy and the studios all have internal side-light windows and are positioned with our staff facilities, so child-safe practices are clearly maintained.
 - Specialist Arts and Creative and Expressive Disciplines are accessible to all children and some children may take their particular passion further. In 2021 the following specialisations begin; Music (instrumental and vocal), Visual Arts, Digital Design, Dance, Cooking and Languages (Kaurua and AUSLAN). Each of these is taught in studios to support the identity of learners in seeing themselves as Artists, Designers, Cooks, Dancers, Musicians and Multi-lingual communicators. Other important ‘specialists in residence’ are our Aboriginal Elders. Based on site for short or long periods, they provide cultural guidance, wisdom and truth to all children, staff and families.
 - The outdoor spaces on site at Ngutu College are big enough for break times, many fitness opportunities and outdoor learning experiences (including food garden and a separate space for our integrated Preschool/Reception in 2022). For many sport experiences requiring large fields or gymnasium/courts, St Clair provides all we need and is within one kilometre or a few minutes on our buses.

- Buses are available for use during the day for excursions and sports access. They are also available for before and after school pickups for up to 42 children, in the first instance. There is a small fee, with the bulk of the costs subsidised. The bus routes are determined based on need, with a good reach while trying to maximise the time on a bus at one hour at either end of the day.
- Ngutu College has a very sturdy IT infrastructure and good access to digital learning tools (and good balance in the use of digital learning tools). The accessibility in class is supported by separate studios for coding/digital design and gaming. Music apps are used to enable digital music production and performances too.
- The grounds are looking a bit stark currently but with the expertise of Climbing Tree Creations and child input, these will be transformed into intentional play spaces before long.
- College clothing has been designed to capture the spirit of the college and be items of belonging, not uniformity.
- There is ample safe drop off space on site as well as parks for families to come in and be part of the beginning of the day.
- The opportunity for food orders exists without a canteen on site. A relationship with a local café will see orders for freshly prepared food available daily.
- It is anticipated that at least two thirds of children will access fee-free places at Ngutu College. The remaining fee-paying places will be comparatively low and have the scope for fee remissions. Scholarships are also available to help families equip their children with everything they need. The GO Foundation has been the first to commit to this and others will in time.
- Ngutu College is an educational space that is informed by research, informs research and engages children and young people in research every day, so they become knowledge producers and knowledge consumers.
- Ngutu College has been developed on the back of a strong volunteer base. This continues through the life of the college, with families welcome to contribute, in a multitude of ways that fit for them.
- Ngutu College has an Aboriginal leader and will actively recruit and develop Aboriginal staff and a diversity of staff more generally, to ensure there are models for everyone. All staff of Ngutu College have a respect for Kurna Country and the wealth of cultures who live together on this Country.

There is so much to talk about. There are opportunities to book in for information gatherings right up until opening, even once we have reached our peak numbers. The virtual tours on the website provide additional information.