



Aldinga
Payinthe
College.

Connecting to Culture
Our Story





In 2019 the Department for Education and the South Australian Government announced that a new school would be built at Aldinga, opening in 2022. Opening under capacity management and on a ramp-up strategy, by 2026 the college would accommodate up to 1,675 learners and include 100 places for learners with a disability, a 75-place preschool, and an early learning and care service (operated by external provider YMCA).

Due to the strong commitment by the college's leadership team to promote, teach and learn Aboriginal perspectives, it was important that direction was sought from an Aboriginal Elder as to an appropriate community consultation. The college approached Uncle Jeffrey Newchurch, a Kurna Elder and Chair of Kurna Yerta Aboriginal Corporation, to discuss the appropriate steps for the college and opportunities for consultation.

The college is built on the traditional land of the Kurna people. Uncle Jeffrey suggested the college utilise local Kurna and Ngarrindjeri leader Allan Sumner as a cultural consultant to strengthen opportunities for Kurna perspectives, knowledges, and stories to be shared, celebrated, and inform decisions that the college would undertake.

It is important to acknowledge that although the college is built on Kurna land, our families and children come from and across many lands and language groups. Although Kurna is to be a priority, Aboriginal perspectives and connections must be widely maintained. Uncle Jeffrey described how Ngalingga (Aldinga) was a place where Kurna, Ramindjeri and Ngarrindjeri people would come together.

Aldinga Payinthe College recognises the need for authentic involvement of Aboriginal and Torres Strait Islander people across college processes. Dr Tom Calma AO, co-chair of Reconciliation Australia, said:

'Here in Australia, we're fortunate enough to have one of the richest and oldest continuing cultures in the world. This is something we should all be proud of and celebrate.'

Article 18 of the United Nations Declaration on the Rights of Indigenous Peoples states that 'Indigenous people have the right to participate in decision-making in matters which would affect their rights.'

This document outlines the journey to connect to culture and is a moment in time snapshot which provides opportunity for feedback from Aboriginal groups and community members to ensure the college continues to listen deeply and tread lightly as we move towards conciliation on unceded lands.

NAMING OF PAYINTHI

Upon announcement of the new school development, a local advisory group was selected as per Department for Education policy, to help determine a name for the college.

The Advisory Committee included:

- Education Director: Ann Prime
- Foundation College Principal: Alison Colbeck
- Principal, Aldinga Beach Primary School: the late Mel Justice
- Director, Aldinga Beach Children's Centre: Jane Moore
- Principal, Willunga High School: Anthony Van Ruiten
- Chair, Aldinga Beach Primary School Governing Council: Emma Jones
- Community member (prior to her appointment as a staff member at the college): Lauren Jew
- Local Kurna/ Ngarrindjeri leader: Allan Sumner
- Year 5 Aldinga Beach Primary School Aboriginal young person and future student of Aldinga Payinthe College: Chad Petersen
- Willunga High School year 12 student: Hannah Brown
- Aldinga Beach Primary School year 5 student: Sam Moore

The Advisory Committee considered this an opportunity to acknowledge the traditional owners of the land by naming the college using Kurna language. The advisory group approached Kurna Warra Karrpanthi (KWK) and asked for words that promoted the ideas of being curious, thoughtful, and active in learning for potential naming. Three suggestions were proposed with the Advisory Committee agreeing Payinthe (/’bay-in-dee’) best represented the community’s aspirations for the college with its agile interpretation of ‘to seek, look for, examine, be thinking’.

Through a Department for Education consultative process, the suggested names were presented to the community to vote, with Payinthe highly supported. After the community vote, the name “Aldinga Payinthe College” was approved by the Minister for Education, the Hon John Gardner MP.

WAY OF BEING

Inspire

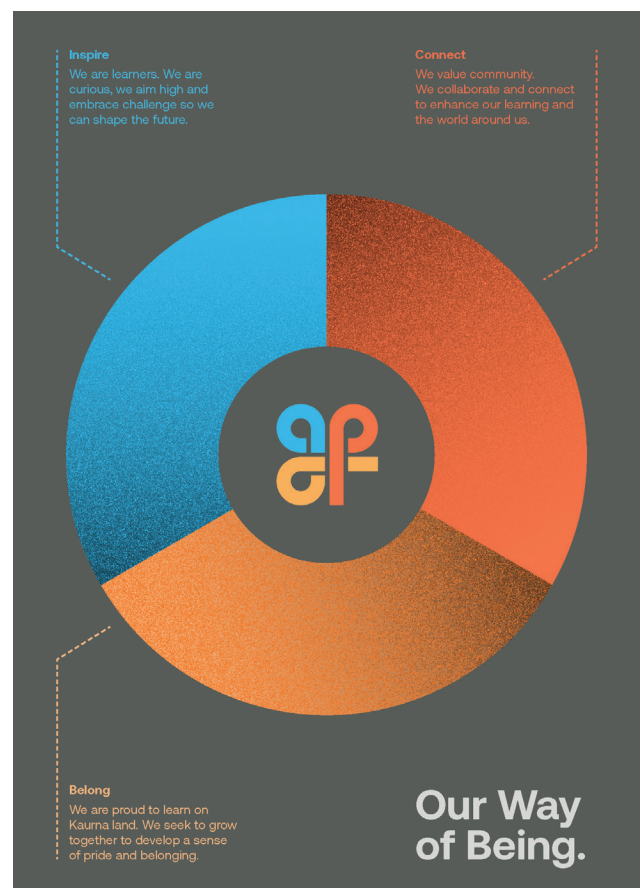
We are learners. We are curious, we aim high and embrace challenge so we can shape the future.

Connect

We value community. We collaborate and connect to enhance our learning and the world around us.

Belong

We are proud to learn on Kurna Land. We seek to grow together to develop a sense of pride and belonging.



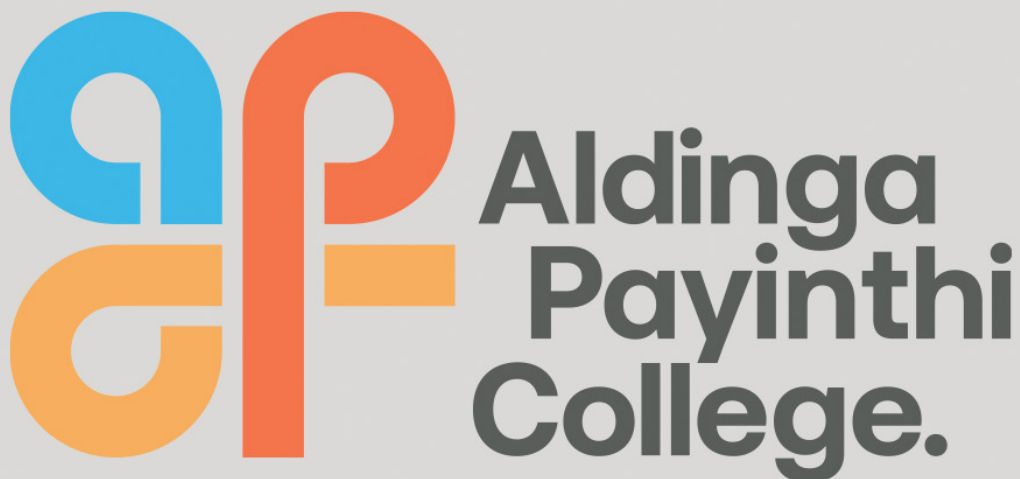
BRANDING

To guide the branding design, the principal worked with StudioBand to identify components to support the branding and grow the vision for the college. Three main concepts were developed through consultation with the Foundation Principal, desktop research of the area, visits to the site, and discussions with architect Swanbury Penglase and builder Sarah Construction.

The three main concepts that supported the vision of the college and used to lead into the brand were **Connect to Community**, **Kaurna** and **Integrative Learning**. These concepts were understood as an important starting point and provided further opportunity to develop the college's values and vision for the site.

After considerable workshopping, these were unpacked and examined to ensure they represented the vision for the college's **Way of Being**. The Way of Being describes the approach taken to all teaching, learning and engagement on site.

The college logo was developed to be indicative of the colours of Aldinga and the surrounding areas - orange, ochre, blue and grey. They show the circles and pathways that are an integral part of the college design and being further developed by the college across the site and in the community. Circles are a major and ongoing theme within the work of the college as they support inclusion, promote discussion and listening, and provide opportunity to share and learn from each other. Circles also carry great meaning in Aboriginal culture.



LANDSCAPE DESIGN

As part of the college's construction Paul Herzich, a Kurna/ Ngarrindjeri landscape artist, was engaged by the Department for Education to design and install a series of artworks at the college. Paul's art includes a sculpture displayed at the college's main entrance, and sandblasted rocks and pathways throughout the grounds depicting significant Kurna symbols and images. These designs were continued throughout the site to reinforce the college's connection to Country. The college's leadership team worked with Paul and StudioBand to ensure the design was incorporated in the college's internal glazing.

The college also worked with Paul and created digital narratives where he explains his landscape artworks and their links to the Aldinga and Sellicks surrounds community. These narratives are available on the college's website and will be embedded through a QR code art trail across the college.



INDIGENOUS DESIGN ELEMENT

An opportunity arose to source a locally designed graphic to embed across several elements of the college. To do this, the college engaged Indigenous owned Adelaide company Ochre Dawn to deliver a graphic design that could bear repetition, the rights of which would be owned by the college and could be used in a variety of contexts and colour options in black, white and greyscale.

Ochre Dawn artist Jordan Lovegrove, in consultation with the college's leadership team, developed this artwork entitled 'Learning Journey'. In Jordan's words, the piece represents:

"Aldinga Payinthe College and the people and communities the college connects with and supports on their learning journey. The large meeting place represents the college where these people and communities, represented by the smaller meeting places, come together to belong, inspire and be inspired. The large pathway leading through the artwork symbolises the journey travelled together as a learning community".



This design has been used in a variety of ways across the college including:

When sending enrolment offers and official college information postage stamps are used to identify college correspondence. Postal stamps have been presented as gifts to attendees of the college's Official Opening function in recognition of the event.

Lanyards are gifted to visitors to the site with acknowledgement of the process and importance to continue to spread Indigenous perspectives and understanding on their travels.



COLLEGE UNIFORM

In order to develop a uniform as per Department for Education policy, a Uniform Advisory Committee was established. Year 6 and 7 students from Aldinga Beach Primary School, along with several parents and community members were included in the consultation process. All people surveyed showed strong support for an Aboriginal design to be incorporated into the uniform, and not as an 'optional extra'. The college's artwork is displayed as a sublimated print on the polo for primary and secondary learners, and on the optional preschool jumper along with the words *Proud to Learn on Kurna Land*.



TREAD LIGHTLY AND ANTI-BULLYING

College language, and expectations of how we interact with others and our spaces are displayed in all learning areas across birth to 12. This ensures consistent messaging, adherence to the college's pedagogy and additional visibility of the Indigenous design across the college.

IF BULLYING OCCURS...

- Ask nicely for the person to stop
- Ask firmly for the person to stop
- Walk away
- Talk to a friend or trusted adult
- Remind yourself you are not to blame

WE CAN STOP BULLYING BY...

- Not accepting comments that hurt others
- Telling the bully that the behaviour is wrong
- Refusing to participate in bullying behaviour
- Walking away with the person being targeted
- Encouraging the person to speak with a trusted adult

TREAD LIGHTLY

- Pause
- Be you
- Listen deeply
- Think carefully
- Consider your impact

KAURNA PERSPECTIVES

In the college's development stage, the leadership team spent significant time designing a 10 – element pedagogical framework to guide teaching and learning approaches at the college. Included within this framework is a 'Kaurna way of Teaching and Learning' pedagogical approach clearly stating the types of practices, building a consistent and coherent approach to learning across birth to year 12. This pedagogical element seeks to actively engage learners in the construction of knowledge and provide agency in their education.

Allan Sumner and Aunty Elaine Magias were influential in shaping the college's priority to normalise Kaurna and other Aboriginal and Torres Strait Islander languages, knowledge, tools and art, along with the importance of decolonising our thinking and the value of deep listening. Dadirri (deep listening) is a skill the college's Foundation leadership team continues to develop. Dr Miriam Rose Ungunmerr-Baumann gifted Dadirri to Australians and stated, "Australia needs to know that Dadirri can help you slow down, stop, and help you realise who you are, what you're about, where you're going, where you belong."


The Kaurna perspectives launchpad highlights an approach that is:

Purposeful – deconstruction and reconstruction


Authentic – story/narrative

Intentional – language/ oral communication/song

Interconnected – expressive representation – movement, dance, art; object-based learning/ concrete materials; symbols / pictorial representation.



Kaurna Ways of Teaching and Learning

Definition <i>What</i>	<p>At Aldinga Payinithi College, Kaurna ways of teaching and learning involves implementing culturally responsive practices which use the knowledge, experiences and perspectives of Kaurna people.</p> <p><i>"Culturally responsive pedagogy is an approach to teaching and learning that uses the cultural characteristics, experiences, and perspectives of ethnically diverse learners (children and young people) as conduits for teaching them more effectively" (Gay 2002, p. 106)**</i></p>
Purpose <i>Why</i>	<p>The purpose of this approach is to:</p> <ul style="list-style-type: none"> Recognise and respect Kaurna ways of teaching and learning which benefit all learners and staff Build a shared understanding and pride in Kaurna knowledge systems, normalising language, and cultural practices.
Effective Practice <i>How</i>	<p>Relationships that are: <i>purposeful, authentic, intentional, interconnected</i></p> <p>Teaching and learning through:</p> <ul style="list-style-type: none"> story / narrative oral language and song symbols / pictorial representation object based learning / concrete materials expressive representation deconstruction and reconstruction <div style="text-align: center;">  </div> <p>By:</p> <ul style="list-style-type: none"> Developing strong relationships with learners and families Intentionally planning for oral language and song to strengthen learning Designing purposeful, authentic, intentional, interconnected learning Using narratives and analogies to provide context for learning Using symbols and representations to deepen conceptual learning Providing objects and concrete materials to enhance learning Providing opportunities for expressive representation – movement/dance/art Providing experiences to deconstruct and reconstruct knowledge, skills and understandings
Ineffective Practice	<ul style="list-style-type: none"> Expecting learning to happen without making time to develop relationships with families Expecting learners to apply abstract concepts without first developing understanding through oral language and use of concrete materials Expecting learners to engage without intentional planning to provide authentic and meaningful connections Lack of opportunity or rare occasions to engage in expressive representation
Further Learning	<ul style="list-style-type: none"> Talk Play Read Teaching for Effective Learning Framework Three Big Ideas Yarning circles

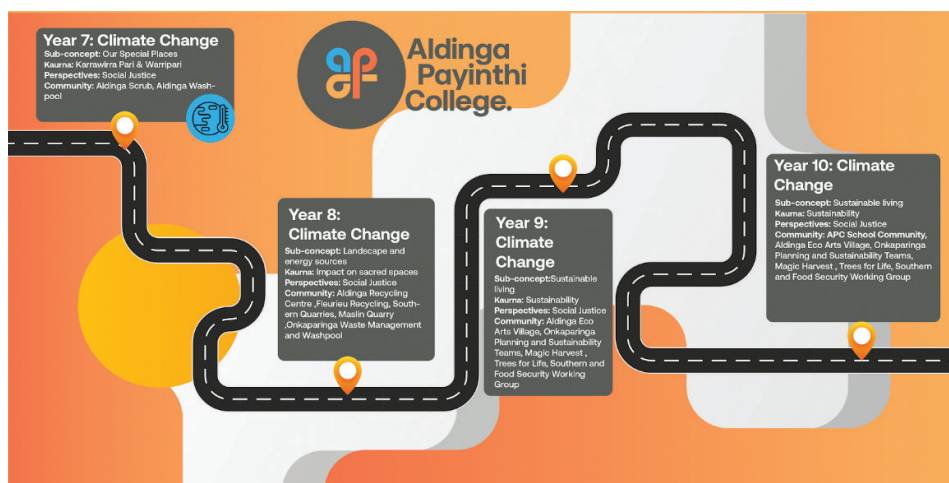
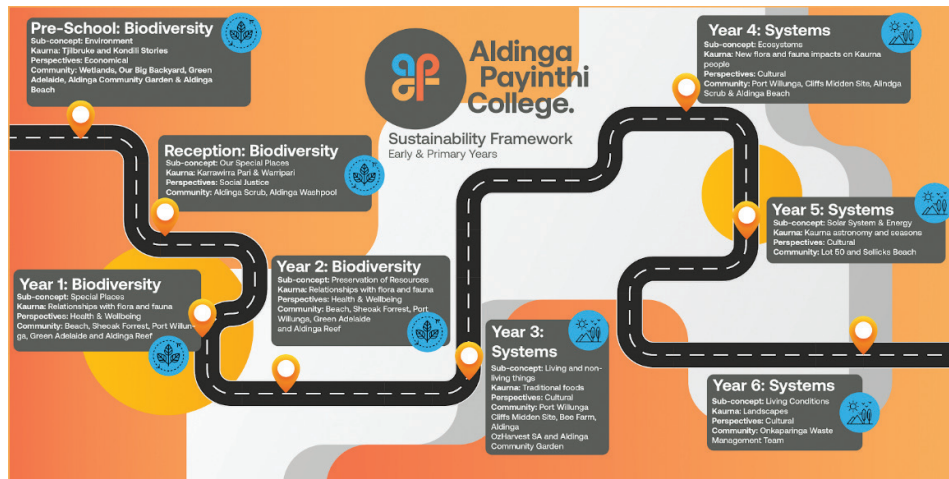


SUSTAINABILITY CONTINUUM

In 2021, the college hosted a collective breakfast, bringing together 65 people from a range of backgrounds and across sectors within the Aldinga region in order to hear the strengths, needs and aspirations of the broader community. It was evident from the breakfast that there was a desire for Kaurna culture and perspectives to be developed at the college. Another priority that arose was a focus to promote sustainable practices.

The link between the two (sustainability and Kaurna culture) was made explicit by Karl Telfer on a local tour with the college’s leadership team. The ecological significance of the local area as highlighted by Karl, inspired the college to consider how Kaurna knowledge could be embedded into a sustainability concept continuum.

The continuum identifies concepts related to the overarching concept of sustainability, explored in each year level to ensure progress in the development of learners’ knowledge, skills, and understandings. Kaurna history, ways of living and learning as co-constructed with local Kaurna elders, will be embedded in the concepts. Engaging with the concepts can be done from various perspectives, depending on learners and staff interests and passions. College and local community resources, are utilised to enrich learning and strengthen connections.



YARNING CIRCLE AND CULTURE HUB

Elijah Bravington, an Arabana man who grew up on Kaurna country, was engaged to assist the college in 2022 to facilitate yarning circles with Aboriginal and Torres Strait Islander families enrolled at the college. Utilising a facilitator enabled the leadership team to engage in the yarning circle process and actively listen to the aspirations and concerns of families.

Within the yarning circle, the leadership team committed to listening deeply and not responding quickly or providing quick fixes. Families provided input into the range of ways Aboriginal perspectives could be embedded across the college, and contributed suggestions and ideas how the college could provide a culturally responsive and safe space for Aboriginal and Torres Strait Islander children, young people and families.

Families asked that this space be well resourced, visible, used to develop culture, and that the college place importance on ensuring all Aboriginal and Torres Strait Islander learners had opportunity to take pride in and be visible within this space, and was a space for all Payintha learners to celebrate and learn about culture. This conversation helped guide the leadership decision to place the Culture Hub in the 'heart' of the college, the Community Hub. Connecting to the Library and utilised across break times for all learners, the Culture Hub is a beautiful space and accessed by community groups, learners and staff.

Important to families, the Culture Hub is not seen as an escape from learning as families are strong in their understanding and belief of the power of an education in changing outcomes for their children and young people.



KAURNA LANGUAGE

Implementation and usage of Kurna language has been encouraged across the college. Ways to teach and use language across the college continues to be a focus, and opportunities to use language are considered and embedded where possible.

Included as an appendix to this document are Kurna words the college regularly incorporates in college communications, site building names and explains the English meaning and pronunciation.

KUMANGKA - COMING TOGETHER AS ONE TO LEARN

At Aldinga Payintha College, the teaching and learning of the eight Australian Curriculum learning areas occur through an integrative approach, focussing on authentic opportunities centred on learners' interests and developmental stages. Opportunities are provided for deepening learning through answering big questions, exploring issues, and solving problems.

The names of each Kumangka were chosen to incorporate Kurna language, and acknowledge the characterisations, adaptations and beauty of our Australian fauna, and their reliance on each other within our natural environment. The images representing each Kumangka were developed from the images provided by Kurna artist and landscape designer Paul Herzich and can be found in Payintha's sculptural element, sandblasted pavement and rocks, and internal glazing across the college.



Puntuntu *dragonfly* integrates learning areas of:

- Health
- Physical Education
- Technologies (food)



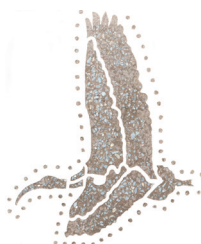
Tarnta *kangaroo* integrates learning areas of:

- Science
- Technologies (digital design and robotics)
- Mathematics



Pilyapilya *butterfly* integrates learning areas of:

- The Arts
- Visual Arts
- Drama
- Music
- Dance
- Technologies (media)



Taamanti nurlurni *ibis* integrates learning areas of:

- English
- Humanities
- Language other than English (German)

ICONOGRAPHY

The college arranged for Jordan Lovegrove to design icons to represent not only the pedagogical approach, but also levels of schooling and other related concepts. These icons are used to identify our pedagogical framework, learning communities and other college documentation as well as being used on medallions identifying transition points across the college, i.e., year 6 transition to secondary, preschool transition to primary.



KAURNA LANGUAGE COURSES

A partnership was established with Kurna Warra Pintyanthi and Tauondi college to provide a space for adult coursework in Certificate II and III training courses in Kurna language. The aim of this is to increase the number of Kurna language speakers within the local community through access to coursework in the southern area.

The courses, specifically for Indigenous adults, have allowed participants to reconnect to language as a group, and to continue to develop the language under the guidance of Rebecca Wanganeen, Rob Amery and Mary-Anne Gale. This course work began in 2022, continued in 2023, with intentions to open in 2024 to a wider audience.

The college continues to seek the support of Kurna Warra Pintyanthi and in the translation of Kurna language to provide greater opportunities for children and young people to build a shared pride and understanding of Kurna knowledges.

An exciting component for the Kurna language course was the opportunity to create new words and terms based on grammar and linguistic structures. Together they have developed language to continue to grow Kurna words and language for future generations.



ACKNOWLEDGEMENT OF COUNTRY

Developed in consultation with the college's Foundation Aboriginal Community Education Officer Brett Summers, the Acknowledgement of Country is delivered before official college events and is displayed on the website.

We acknowledge that the Kurna people are the traditional custodians of this land and pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia. Believing we can all walk together to a better future; we thank them for sharing it with us. Today, we look after the land together.

NGAITYALYA

We, Aldinga Payinthe College, acknowledge this is just the beginning of the work, and that our actions over time must reflect the words within this document. We hold a strong commitment to continue this work in what we consider to be an authentic, agile and safe space. We are grateful for the time, energy and lessons allowed to us by the Kurna community, and support to engage in this space from the non-Aboriginal community.

We would like to thank everyone mentioned in this document and all Aboriginal and Torres Strait Islander people who continue to provide provocations, support and their time and effort to support us on this journey. The college would like to recognise those who have contributed to Aldinga Payinthe College's story.



Appendix

Kurna word	Pronunciation	English meaning	Guidance for when to use
Niina Niwa Naa	Nee-nah Nee-wah Nah	You (singular) You (dual) You (three or more)	College correspondence to families.
Niina marni Naa marni	Nee-nah marh-nee Nah marh-nee	Hello	College correspondence to families.
Ngaityalya	Nat-al-yah	Thank you	College correspondence to families.
Payinthe	Bay-in-dee	To seek, look for, examine, be thinking	Reference to the name of the college.
Inparrinthe Kuu	In-barr-in-dee Coo	Meeting shelter	Reference to the central point within the site located between the Community Hub and Gym.
Kuma Purlaityi Marnkutiyi Yarapurla Mila Marru Wangu Ngarla	Kouh-mah Bu-lah-chee Mun-ku-chee Yah-rah-booh-lah Mil-lah Mah-rhu Whang-oo Nhar-lah	Numbers 1-8	Reference to individual buildings at the college.
Marni naa pudni	Marh-nee nah poudd-nee	Welcome	Welcoming people to the college (verbally and in writing).
Taingsiwilta Kurna yartangka tirkanthe	Tang-ga-will-tah garn-nah yarh-dung-gah di-gahn-dee	Proud to learn on Kurna land	Official documents, college website, staff email signature blocks.

Kurna word	Pronunciation	English meaning	Guidance for when to use
Kumangka	Gar-mung-gah	Coming together as one to learn	Reference to the specific group of Learning Areas (subjects). Within the timetable/ curriculum guide, etc.
Tarnta (Kangaroo)	Darn-dah	<p>Maths / Science / D&T Learning Areas</p> <p>Tarnta have developed creative ways to respond and adapt to changing environments and the physics behind their specialised locomotion makes them one of the most energy efficient land animals in the world. Tarnta's mechanical and biological way of being perfectly represents the skills in STEM.</p>	
Taamanti nurlurni (Ibis)	Daa-mahn-di noor-lur-ni	<p>English, HASS, Languages Learning Areas</p> <p>Taamanti nurlurni live together in social groups with their collaboration increasing their foraging productivity. This has allowed adaptation to emerging environments, mirroring the skills which are learned through Humanities, Social Sciences, English and Language.</p>	
Pilyapilya (Butterfly)	Bill-yah-bill-yah	<p>The Arts</p> <p>The coloured wings of a pilyapilya show symmetry and consideration of audience and environment through a design that either acts as a warning, a way of attracting mates, or hiding from predators. Like the Arts, pilyapila reflects nature, beauty, gracefulness and creativity.</p>	
Puntuntu (Dragonfly)	Boohn-doohn-doo	<p>Health and PE</p> <p>Puntuntu are self-aware, accepting of change and are symbols of good health which is reflected through Health, Physical Education and Food Technology.</p>	