Ltyentye Apurte Community Education Centre

ANNUAL REPORT 2011

Ltyentye Apurte Community Education Centre
Santa Teresa, Via Alice Springs. N.T. 0872
Postal: PMB 221, Santa Teresa, via Alice Springs. N.T. 0872
Telephone: 08 89560937
Fax: 08 89560963
Email: admin.lacec@nt.catholic.edu.au
**VISION: OUR SCHOOL IS A PLACE OF LEARNING FOR ALL**

**MISSION**
As partners in Catholic education, we believe that we are called to provide excellence in education to the students in our care through:

- Recognising the rights of students to learn their Arrernte language and culture;
- Implementing the Gospel imperative of Jesus for people to live life to the full;
- Ensuring quality teaching and learning and
- Making a difference by promoting reconciliation and inspiring a positive action for the future.

**VALUES**
Faith; Truth; Compassion; Service; Respect; Forgiveness; Justice; Hope; Love

**PRINCIPAL’S MESSAGE**
I have pleasure in presenting the 2011 School Annual Report – a brief record of school achievements and highlights.

At Ltyentye Apurte School we live our Catholic faith through our commitment to developing strong individuals who have the capacity to live full lives valuing their family traditions whilst thriving in the modern world. We aspire to develop the whole person, building independence, encouraging people to achieve their full potential, whilst continually striving for self worth, integrity and excellence.

Some significant features of the year are as follows:

- **Excellent teaching.** The teaching staff continued to bring the best out of the students and this is continually shown by the progress in numeracy and English literacy.
- Parents seem to be happy to visit the classrooms to see their children's work and meet the teaching staff.
- **Consistent attendance.** Attendance figures reached and maintained high levels. The school seems to be gaining more and more acceptance by the families. A government federal survey of the community found that "an extremely high number (82% of respondents) strongly agreed that the new school and education programs (including the nutrition program of meals for students) are very good". It is hoped that schooling will be a priority for the families over other choices.
- **Successful nutrition program**—improved health. The nutrition program has provided consistent, good food for the students. The staff see this as a help towards education but the program does not replace the responsibility of families to feed their children properly.
- **Completed building program from Building the Education Revolution (BER).**

The school saw the completion of the building project which provides an extended library, a computer room, a staff room, renovated classrooms and three new units for teachers. The library will be shared by the school and the community. There will be an official blessing and opening of the new buildings in 2012.

- **Professional Development.** Many visitors, most from the Catholic Education Office, assisted the staff in developing their knowledge and skills. We have about 15 Arrernte staff studying teaching, librarianship or business studies.
- **Performing arts.** About 60 students performed publicly at three festivals,
eisteddfod and community assemblies in African drumming. The school won senior percussion at the eisteddfod. Dance group participated in the eisteddfod and a festival.

There has been a gradual increase in the number of male staff members and male involvement. The community survey found, “Getting fathers to support more things at the school, teaching kids and/or supporting the teachers and students,” was important. The Fathers’ Day celebration was a highlight and will be repeated and developed next year.

Continued links with parish staff. The presence of the priests for liturgies is appreciated. The sacramental program is always well celebrated by the families. The school’s Catholic life of prayer, liturgy, teaching and generous giving is admirable.

It is appropriate to thank the staff members who worked in the school in 2011. However, this year a special thanks must go to Brother Rod who has been working with the Senior Fellas for three years. His consistent and persistent work is much appreciated. We wish him well in his new role with the Marist Brothers.

Finally, I want to especially thank students, teachers and parents for their individual and collective contributions to our school. We pride ourselves in being not just a community but a community-of-faith. This would not be possible without everyone playing their part.

We look forward to an excellent year in 2012.

God bless you all

Greg Crowe
Principal

SMARTER SCHOOLS’ NATIONAL PARTNERSHIP PROJECTS
These projects seek to improve the level of literacy and numeracy in the school. There are two projects that impact on these areas directly.

Revolutions and Rainbows project seeks to strengthen the bond between school and community by greater dialogue with community families and by building relationships with various local or visiting agencies. Consultation with the families associated with the developing Community Corporation continues. We will continue events such as Mothers’ Day and Father-Son days.

The ultimate aim is to provide a school environment where all relevant personnel and agencies will contribute to improved student academic and wellbeing results.

World Learning Opportunities seeks to maximise the access to ICT and digital technology for the betterment of learning by the students. Computers in classrooms and in the new computer laboratory, electronic whiteboards and use of software packages are ways this can be implemented.

Another project is ‘Growing Our Own’, which offers some Arrernte staff the opportunity to
become qualified teachers in a special course offered by Charles Darwin University. In 2010, two students completed the course. In 2011, a further five students commenced the course.

**SCHOOL PROFILE**

Ltyentye Apurte Community Education Centre (LACEC) is in the Santa Teresa Community, about 80 kms from Alice Spring. The school is part of the N.T. Diocesan Catholic Education Office system. C.E.O supports the school through senior management, professional educational consultancy and financial supply and maintenance.

There are about 150 enrolled students, from Pre-school to senior secondary. In 2011 the classes were Pre-school, Transition, Year 1, Year 2, Years 3/4, Years 4/5, Years 5/6, Years 7/8 (Post-primary) and two senior classes, one male and one female.

The students are bi-lingual with Arrernte as their first language. The school has a course in Arrernte language and culture. Each class has an assistant teacher to support the teacher with language, family and cultural issues.

There is a tutorial program in the school which covers classroom assistance, remedial assistance, special needs child support, maths support and general support.

It is good to remember that the students’ main contact with English in the school but they spend only about 12% of the total year in the school environment.

Behaviour management centres on classroom management with two or three adults regularly present to manage behaviour. Referral to the Deputy Principal, Liaison Officer and/or Principal occurs if behaviour is not managed in the classroom or school yard.

The students live in a strong Indigenous (Arrernte) community but also within the wider Australian society (government, consumerism and football!). Finding the balance between these two offers special challenges.

The school is part of the history of the Santa Teresa Mission which settled in its present position in 1953 after some time in Alice Springs and, then, Arltunga. This history means that the school population is all Catholic.

The school exists as an integral part of the Santa Teresa parish. Relationships between the school and the parish are strong. Being a Catholic parish school the welfare and spiritual growth of every student along with sound educational practices is a responsibility jointly shared by parents, parish and school.

Student enrolment by gender and Year level:

<table>
<thead>
<tr>
<th>Yr level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td>8</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>T</td>
<td>6</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>7/8</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Seniors</td>
<td>9</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>84</strong></td>
<td><strong>79</strong></td>
<td><strong>163</strong></td>
</tr>
</tbody>
</table>
Short periods of non-attendance are followed up by the classroom teacher. Longer periods are followed up by a member of the school leadership team, usually the deputy principal, with assistance from the school liaison officer.

**STAFF INFORMATION**

<table>
<thead>
<tr>
<th>Staff profile</th>
<th>Number</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>17</td>
<td>14.5</td>
</tr>
<tr>
<td>Support staff</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48</td>
<td>45.5</td>
</tr>
</tbody>
</table>

*FTE = Full time equivalent

**Teacher qualifications**

All teachers have a minimum of four years training and are registered with the NT Teacher Registration Board.

**HIGHLIGHTS OF THE SCHOOL YEAR**

One of the main highlights of 2011 was our building program. As part of the Government’s “Building the Educational Revolution”, the school has been provided with an extended library (which it shares with the Macdonnell Shire), a computer laboratory and a new staff room. Also, all classrooms have been renovated. A domestic science/cooking room has state-of-the-art equipment. Three new units have been built for staff. Other staff accommodation has been renovated.

Other highlights included:

- Regular assemblies, Masses and Liturgies celebrating our faith and community. The Easter pageant was a highlight.
- Confirmation and First Communion celebrations were great community and parish events.
- Fathers’ Day and Mothers’ Day celebrations were very well attended community and family events.

- The school’s overall improvement on all measures of literacy and numeracy.
- The drumming group won the senior section of Percussion at the Alice Springs Eisteddfod.
- Dance groups performed at the Eisteddfod and Festivals for the first time. They opened the Alice Springs Festival and the *Wide Open Spaces Festival*.
- A behaviour improvement program produced an increased level of awareness and care for each other.
- Eight schools visited the school as a part of a reconciliation and immersion program.
- *Athletes as Role Models*, Indigenous elite athletes, visited three times to bring health messages to students.
- Regular visits and support from C.E.O. staff assisted our staff in improving teaching and learning.
- The Nutrition Program received praise from Government assessors.
- Swimming and athletics carnivals are entertaining and give students a chance to have fun, learn and show skills.
- *Books in the Home* program has started.
- About 15 local staff members are studying at CDU or BIITE.
Each year students in Year 3, 5, 7 and 9 are required to undertake National Tests in Literacy and Numeracy (NAPLAN).

Students have at least two languages with English the second language.

The Arrernte language and culture program supports the community’s desire to keep culture strong. The Remote Schools’ Curriculum and Resource Materials guides the school in the curriculum delivered.

Accelerated Literacy is the preferred English approach. Count-me-in-too is the maths program. These are supported by computer-
based programs such as Sunshine Online and Maths Buddy. A well-organised tutorial program supports classroom work. Students with special learning needs are given extra help.

Other sections of the curriculum are covered in project work, integrated studies and research topics.

As a Catholic school, the academic areas are underpinned by the Religious Education program which integrates Religious Studies with Art under the title “Spirituality”.

Teachers include a variety of assessment strategies in their teaching programs to provide multiple sources of information about student progress and achievement. Academic School Reports are sent home each Semester. Student progress is communicated to parents in parent days where the families can visit the classes and talk to the teachers. When students’ academic achievements or attendance are not satisfactory, strategies are set in place to improve the situation. Tutorial support is given and small group work in the class is supported by the presence of an Assistant Teacher and a classroom-based tutor.

**Performance of senior students**

There are about thirty students who go away to boarding schools at the beginning of the year. Many stay away and some return for various reasons.

The school provides two senior classes for males and females. Courses from the N.T. Open College, VET courses and other initiatives have been offered. It has been difficult to keep up the level of attendance that would produce the kind of results that the community expected when these classes were set up. New approaches are being investigated to try to improve the outcomes for these adolescent students.

**PASTORAL CARE AND WELLBEING**

Education at LACEC is viewed as a partnership with parents within the context of a faith community. Our aim is to ensure that each student feels welcomed and valued.

This year, the staff has spent a significant amount of time examining the possible ways the school can develop a culturally sensitive pastoral care policy and process. A behavioural plan was introduced. A National Partnership project, “Revolution and Rainbows” was established to strengthen the support offered to families and students.

A Special Needs program helps teachers to identify those students who may miss out on opportunities for a variety of reasons outside their direct control. This has been very successful in supporting these students.

**OTHER HIGHLIGHTS**

**Early Learning**

Pre-school and Transition classes are setting the foundation for future learning. Strong efforts are made to gain full attendance and this is bearing results. The school is making connections with the clinic and crèche to build up the expectation that new mothers will start basic learning activities with the very young ones.

**Building projects**

The extended library has been supported by a grant from the McDonnell Shire which has provided attractive furniture. More adults are visiting this shared facility. The new computer
laboratory attracts students before and after school and they are respecting this facility.

**Student support services**
The school is fortunate to be increasing the level of support in curriculum areas, special needs, religious education and physical health and wellbeing. Staff from DET have increased their collaboration with C.E.O. staff in areas such as hearing, special needs and attendance.

**Occupational Health & Safety**
Improvement in the buildings allowed for a great improvement in safety around the school. Teachers are being strong in providing risk management actions on a daily basis and when taking classes on excursions.

**Arrernte Literature and Cultural Centre**
The Arrernte classes are supported by the Centre in preparing teaching resources and planning bush trips. The Centre has an invaluable collection of stories, books and other resources. There are plans to save all these resources in a digital form to ensure their protection into the future.

**FINANCIAL SUMMARY**
School income is derived from a variety of sources and can be summarised as follows:

<table>
<thead>
<tr>
<th>Recurrent income 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>83%</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>13%</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total gross income</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The school’s main expenditure is on staff salaries. Most other expenditure is used to supply classroom resources and support other activities such as performing arts, bush trips and excursions.

**SCHOOL REVIEW AND IMPROVEMENT**
As part of our regular review and improvement planning cycle we closely examined our performance in two areas during 2011: Pastoral Care and Wellbeing and Community and Culture. In assessing performance in these areas we drew on a range of data including staff and parent opinion, student achievement in Key Areas of the curriculum and records from our PCW Team.

**Community and Culture: Commendations**
The information gathered showed the following as areas of strength – rated ‘achieving’, using the School Improvement and Renewal Framework:

- Involvement in activities by community members was encouraged with participation in bush trips notable.
- Community engagement through parents’ visit to classes and school functions.
- Continuation of the Arrernte language and culture program has been strengthened.
- Development of the National Partnership “Revolutions and Rainbows” project.
- Consultations with major family groupings were conducted and discussion summarised.
- Links with the parish are strong.

**Community and Culture: Recommendations**
The self-assessment data revealed the following as areas requiring attention:

- Better documentation of home visits by the Liaison Officer.
- Formalise participation in the evolving community corporation.
- Expand the involvement of families, especially the males, in school celebrations.
- Develop links with the clinic through meetings and Health Week.
Pastoral Care and Wellbeing:
Commendations

- Steps to build a more inclusive school culture are valued and appreciated,
- Research into relevant programs was thorough,
- The student behavioural rewards system has had a beneficial impact on student behaviour, motivation and engagement,
- Staff appreciate the provision of pastoral counselling,
- There was a revision of existing policies and an examination of the Diocesan Pastoral Care policy.

Pastoral Care and Wellbeing:
Recommendations

- School-Wide Positive Behaviour Program be further implemented and improved.
- The National Partnership project, “Revolutions and Rainbows” be enacted to integrate support agencies into school care of students.
- A school handbook to be developed.
- A pastoral care advisory team to be formed.
- A pastoral care policy and a wellbeing program be developed and made operational.

Recommendations from these review processes are taken into account in the development of the Annual School Improvement Plan for 2012.

ENDORSEMENTS

Greg Crowe, Principal  
date

Imelda Palmer, Deputy Principal  
date

Michael Avery, Director Catholic Education