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
- Making a difference by promoting reconciliation and inspiring a positive action for the future.

OUR VALUES:

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

Ltyentye Apurte Catholic 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
www.lacecnt.catholic.edu.au
PRINCIPAL’S MESSAGE

This annual report provides a brief record of school achievements and some of the key highlight for the 2014 school year.

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 living in the world today. 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 outlined in the following report.

Reflections on the 2014 School Year

Spirituality is at the centre of what happens at school. The school year began with a school Mass asking God’s blessing on the year. Other highlights during the year included the celebrations for Mother’s Day and Father’s Day which both included a liturgy, the Stations of the Cross during Holy Week, and the visit of Bishop Eugene to celebrate the Sacrament of Confirmation. On August 11th Archbishop Paul Gallagher the Apostolic Delegate (Representative of Pope Francis in Australia) visited the school and wider community. Archbishop Paul and Bishop celebrated Mass for the school and then also spent time with the children in classes.

Daily prayer is incorporated into the life of the school. There is daily prayer in the classroom and at the beginning of Assemblies and meetings. A new sign was placed at the front of the school which highlights the catholicity of the school and wider community.

Closely connected to Spirituality is the teaching of the Arrernte language and culture. A special part of this programme is the Bush Trips where children learn about bush medicine, bush tucker and other customs. The local Santa Teresa Indigenous Rangers have also been involved in these bush trips All classes participated in a Bush Trip during Term Three – this was an opportunity for the children and staff to deepen their knowledge and appreciation of the Arrernte culture. The students in Years 7/8/9 also completed a VET course in Land Management which included working with the Rangers and a number of small bush trips. This was the first time this course had been offered at the school.

We have had a number of visits from sporting groups this year all with the same dual message of the importance of good health, exercise & nutrition, and the importance of school and education generally. ARMtour visited on three occasions and we also welcomed members and players from several AFL Teams. The school is part of the NTFL schools programme and Scott Grigg from NTFL spent Monday afternoons and Tuesdays assisting in the school – both in the classroom and running activities for
the students. Scott also arranged a number of carnivals with other Remote Schools which the senior students participated in, and these were successful days.

The overall attendance of the children continues to be good and much progress was made throughout the year in the classrooms. Book Week and Literacy Week were celebrated with an emphasis on reading. The library was busy each morning for the first half hour of school with children sharing stories with each other, with adults (parents & staff) reading to children, and older children reading stories with younger ones. We are part of the Remote Schools Attendance Strategy introduced by the Commonwealth Government. This programme had some success but struggled to maintain staff and overcome issues of visiting families to offer assistance in preparing children for school.

At the beginning of the year we introduced a Middle School consisting of two classes: 6/7 & 8/9 offering a modified programme and giving the students an experience of secondary school. Two young and very skilled secondary teachers took on the challenge with very encouraging and largely positive results. This initiative proved very successful and maintained the numbers. In previous years there were very few post Year 8 enrolments. A small number of girls returned in year 10 and 11 and followed a modified programme with an emphasis on VET. Four students completed the Certificate I in Work Preparation and also participated in Work Experience in the community. (In 2013 by Easter there were no students in post Year 8).

Ltyentye Apurte Catholic Education Centre is blessed with a wonderful staff who are committed to providing the best learning opportunities for the children entrusted to their care. Thank you to all members of the staff; teaching and non-teaching, for their hard work and dedication during this year. Everyone’s contribution, no matter how small, is valued and has a positive impact on the school. Thanks also to the parents and families for their support of and cooperation with the school during this year. We greatly value this partnership with the Santa Teresa community.

Br Daniel Hollamby (Principal)

SCHOOL PROFILE

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

There were approximately 130 enrolled students, from Pre-school - Year 10. In 2014 the classes were Pre-school, Transition/Year1, Year 1/Year 2, Year 3, Year 4, Year 5, Years 6/7, Year 8/9, and Seniors.
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 to support identified students, especially with literacy.

Behaviour management centres on classroom management with two or three adults regularly present to manage behaviour. During the year the School Wide Positive Behaviours Programme was implemented. This was an outcome from the Kids Matter Framework which is also being introduced into the school in stages.

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.

**Students**

Student enrolment by gender and Year level

<table>
<thead>
<tr>
<th>Year</th>
<th>T</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>58</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>6</td>
<td>11</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>15</td>
<td>9</td>
<td>20</td>
<td>12</td>
<td>16</td>
<td>11</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>123</td>
</tr>
</tbody>
</table>

Indigenous enrolment: 99%

Average attendance: 76.4%

Cultural and family commitments are the main reasons for extended absences.

Students with a disability: 17.5%

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**

*FTE = Full time equivalent*

Teachers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

Support staff

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>27</td>
</tr>
</tbody>
</table>

Total

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

34.3

**Teacher qualifications**

All teachers have a minimum of four years training and are registered with the NT Teacher Registration Board.
SOME FURTHER HIGHLIGHTS OF THE SCHOOL YEAR

Nutrition Programme
The nutrition programme continues to have a positive impact on the school. Children’s health is improving all the time and the breakfast, morning tea, and lunch provided daily ensures the children are ready to learn and participate.

Professional Development
There have been on-going Professional Development opportunities for all staff during the year. Much of this was provided by staff from the Catholic Education Office. These PD Opportunities included:

- Marist Spirituality (I Serve Programme)
- Catholic Identity (Father Richard Lennon SJ)
- Maths – MAI Training
- Kids Matter Framework
- School Wide Positive Behaviours
- NAPCAN – Protective Behaviours
- Arrernte Culture
- ICT - Interactive White Boards
- WHS – Online components
- Students with Hearing Loss
- Headspace – Suicide prevention and response

A number of staff both Indigenous and Non-Indigenous are undertaking studies at the post graduate level.

Three staff members underwent training in the Rainbows Grief & Loss Programme, and subsequently ran this programme for targeted children with parent permission.

Parish Links
We continue to have very close working relationships with the Priests and parish staff. We appreciate the liturgical, sacramental, and pastoral leadership and support provided by the priests. Sister Liz is of great assistance regarding visiting groups to the parish and school. It is important that these visits are mutually beneficial and do not interrupt the order and routine in the school.

National Partnerships Programme

The **Literacy Programme** was very successful with marked improvements in the children who were part of this project involving regular one on one tutoring.

Other programs and activities included
- Celebrations – Liturgies, Assemblies, Easter Story (Walk through Easter), Christmas Play (Bethlehem Road)
Sacraments – Reconciliation, First Holy Communion, Confirmation
Improvement in Literacy & Numeracy Standards
Improved Health Indicators; very small presence of Trachoma
Sporting Programmes; ARM Tour, Darwin Representatives
Mother’s Day and Father’s Day Celebrations
Book Week Parade
Literacy Week – all reading together in the Library for 30 minutes: Children, Teachers, Parents/Grandparents.
Bush Trips
Science Day (CSIRO)
Health Week
Tobacco and Sexual Health Workshops for Middle School
Rainbows Programme for Grief & Loss
Weekly Counsellor from Catholic Care

TEACHING AND LEARNING AT LTYENTYE APURTE

The school strives to be faithful to its motto: A Place of Learning for All.

Staff are dedicated and committed to bringing out the best in each child. They seek to prepare the children to live comfortably in both worlds – their Indigenous world and the wider Australian community.

The Arrernte language and culture programme seek to give the children both knowledge of and appreciation of their culture while the remote Schools curriculum is the means to ensure mainstream schooling also takes place.

Accelerated Literacy is the language programme for the CEO schools in the NT and is well resourced.

Religious Education along with Literacy and Numeracy are the three Key Curriculum areas.

A variety of assessment strategies are used by teachers with formal reports being sent home at the end of each semester (June and December). A new report format introduced in 2013 continues to be well received by the parents and community.

The effective teaching of Indigenous students in the school has been promoted by targeted support from Catholic Education Officers and consultants in the Catholic Education Office. Teachers, assistant teachers, and other school staff have participated in whole school and smaller group professional learning to develop teacher practice in literacy and numeracy.

National Testing – Literacy and Numeracy

Each year students in Year 3, 5, 7 and 9 are required to undertake National Tests in Literacy and Numeracy (NAPLAN). Scores are number of students above, at and below the National benchmark.
National Testing – Literacy and Numeracy
Each year students in Year 3, 5, 7 and 9 are required to undertake National Tests in Literacy and Numeracy (NAPLAN). Scores are number of students below, at or above National Minimum Benchmarks (NMS) in reading, writing, spelling, grammar & punctuation and numeracy. (2014)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Below NMS</th>
<th>At NMS</th>
<th>Above NMS</th>
<th>Total No. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 Reading</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Year 3 Writing</td>
<td>11</td>
<td>5</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Year 3 Spelling</td>
<td>15</td>
<td>1</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Year 3 Grammar &amp; Punctuation</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Year 3 Numeracy</td>
<td>7</td>
<td>8</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Below NMS</th>
<th>At NMS</th>
<th>Above NMS</th>
<th>Total No. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5 Reading</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Year 5 Writing</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Year 5 Spelling</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Year 5 Grammar &amp; Punctuation</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Year 5 Numeracy</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Below NMS</th>
<th>At NMS</th>
<th>Above NMS</th>
<th>Total No. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Reading</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Year 7 Writing</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Year 7 Spelling</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Year 7 Grammar &amp; Punctuation</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Year 7 Numeracy</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Below NMS</th>
<th>At NMS</th>
<th>Above NMS</th>
<th>Total No. Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
The effective teaching of Indigenous students in our school has been promoted by targeted support from education officers based at the Catholic Education Office. Teachers, Assistant Teachers and other school staff have participated in whole school and smaller group professional learning to develop their teacher practice in literacy & numeracy. This has included Accelerated Literacy, THRASS, literacy, supporting EAL/D learners, numeracy, and the mathematical Assessment Inventory. Individual support for teachers has been available as required. There has also been support for the inclusion and assessment of students with hearing and learning difficulties, as well as for meaningful and positive learning pathways for students including VET in schools. This targeted support is part of the Stronger Futures NP Quality Teaching Initiative and has been made possible through the Stronger Futures in the Northern Territory National Partnerships Funding Agreement.

PARENTS AND COMMUNITY
Parents generally are happy with the school and more and more fell confident in approaching the school with any concerns. Celebrations for Mother’s Day, Father’s Day, and Book Week were very well attended. Parents are also coming more frequently to Assemblies. The issue of ‘home/family’ problems coming to school still presents a challenge and there is need to better educate the parents about the proper procedures for making a complaint. Much work has been done in this area in recent years through the Rainbows & Revolutions Programme which had a strong focus on community engagement.

FINANCIAL SUMMARY

Endorsements

Br Daniel Hollamby (Principal)  
Imelda Palmer (Deputy Principal)  
Ali Gallio (Deputy Principal)  
Michael Avery (Director CEO)  

Date