

## ANNUAL REPORT 2015

Ltyentye Apurte  
Catholic School Santa Teresa

*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**  
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### **PRINCIPAL'S MESSAGE**

This annual report provides a brief record of school achievements and some of the key highlights for the 2015 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 2015 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 November 19<sup>th</sup> there was a special celebration to honour and remember the contribution of the Daughters of Our Lady of the Sacred Heart (OLSH Sisters) to the Santa Teresa Community. A grotto was erected in the front yard adjacent to the front office door. A statue of Our Lady was placed in the grotto together with a plaque explaining its significance. The grotto was constructed by two local men (maintenance workers at the school) using the same stones used to build the original houses in 1953. The grotto was blessed by Father Bosco SVD Parish Priest in the presence of five OLSH Sisters and the school and wider community. Sister Elizabeth Little, Provincial Leader was among the sisters present.

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 Year 8/9 students went on a two day trip to Arltunga accompanied by some community elders and were able to reconnect with the community and family. The Year 5 class visited Charles Creek and other sites in Alice Springs associated with the community prior to the move to Arltunga in 1943.

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. The school is part of the NTFL schools programme and Scott Grigg from NTFL spent 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. A group of boys and a group of girls were able to visit Darwin and attend the Michael Long Academy for a week. These visits were organized by Scott.

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 who were reading stories with younger ones. We are part of the Remote Schools Attendance Strategy introduced by the Commonwealth Government. This programme had made little progress from 2014. The co-ordinator, despite concerted efforts, has struggled to maintain staff and overcome issues of visiting families to offer assistance in preparing children for school.

We were able to build on the success of the Middle School from last year and continued with two 6/7 classes offering a modified programme and giving the students an experience of secondary school. In 2015, in addition to these classes there was a Year 8/9 class and a Year 10/11 class. Vet courses were offered and assistance also given to some students to go away to boarding school. It was especially pleasing that two young 'fellas' returned to school following Men's Business. This has not happened in the recent past.

Communication with parents, the wider community and other communities was greatly enhanced with the development of a school face book page. This was largely the initiative of the Deputy Principal and has been most successful. It has a very thorough documentation of the school activities throughout the year.

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 School (LACAS) is in the Santa Teresa Community, about 80 kms from Alice Spring. The school is part of the net-work of schools administered by the Northern Territory 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 143 enrolled students, from Pre-school - Year 11. In 2015 the classes were Pre-school, Transition/Year1, Year 2/3, Year 4, Year 5, Years 6/7 L, Years 6/7 V, Year 8/9, and Year 10/11

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

Year	T	1	2	3	4	5	6	7	8	9	10	11	Total
Male	2	7	7	4	9	8	12	4	4	1	4	1	63
Female	5	5	7	4	9	7	4	5	5	6	4	1	62
Total	7	12	14	8	18	15	16	9	9	7	8	2	125

Pre-school Enrolments: 10 Females & 9 Males – Total: 19

Indigenous enrolment: 100%

Average attendance: 78%

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

Students with a disability: 16.7%

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	17	15
Support staff	34	19.5
<b>Total</b>	<b>51</b>	<b>34.5</b>

**Teacher qualifications**

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

Masters Level: 3

Bachelor Level: 14

**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. Not all parents/carers are contributing via Centrelink, and this is a matter to be followed up in 2016.

**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 (In the Marist Way)
- Catholic Identity (Father Richard Lennon SJ)
- Maths – MAI Training
- Accelerated Literacy Training
- Kids Matter Framework – Component Three
- School Wide Positive Behaviours
- Safe 4 Kids - Protective Behaviours
- Arernte 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. One staff member is involved in the GOO (Growing Our Own

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. An afternoon tea is arranged at the end of each semester where parents/families are given their child's report and have the opportunity to discuss the report with the teacher. This initiative has been well received and the response from parents/families is encouraging.

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 below, at or above National Minimum Benchmarks (NMS) in reading, writing, spelling, grammar & punctuation and numeracy. (2015)

	Below NMS	At NMS	Above NMS	Total No. Students
Year 3 Reading	3	1	1	5
Year 3 Writing	1	3	2	6
Year 3 Spelling	6	0	0	6
Year 3 Grammar & Punctuation	5	1	0	6
Year 3 Numeracy	2	2	0	4

	Below NMS	At NMS	Above NMS	Total No. Students
Year 5 Reading	3	7	1	11
Year 5 Writing	14	0	0	14
Year 5 Spelling	10	3	1	14
Year 5 Grammar & Punctuation	9	4	1	14
Year 5 Numeracy	11	0	0	11

	Below NMS	At NMS	Above NMS	Total No. Students
Year 7 Reading	2	5	0	7
Year 7 Writing	8	0	0	8
Year 7 Spelling	8	0	0	8
Year 7 Grammar & Punctuation	8	0	0	8
Year 7 Numeracy	2	5	0	7

	Below NMS	At NMS	Above NMS	Total No. Students
Year 9 Reading	4	2	0	6
Year 9 Writing	6	0	0	6
Year 9 Spelling	6	0	0	6
Year 9 Grammar & Punctuation	6	0	0	6
Year 9 Numeracy	2	3	0	5

### **National Quality Standard Assessment and rating – Pre-school**

From March 18<sup>th</sup> – 20<sup>th</sup> the Pre-school underwent an Assessment & Rating Visit conducted by Gayle Chamberlain. A comprehensive report was received in December 2015 indicating the following:

Quality Area 1: *Working Towards National Quality Standard*

Quality Area 2: *Working Towards National Standard*

Quality Area 3: *Working Towards National Standard*

Quality Area 4: *Working Towards National Standard*

Quality Area 5: *Meeting National Quality Standard*

Quality Area 6: *Meeting National Quality Standard*

Quality Area 7: *Working Towards National Quality Standard*

Overall Rating: *Working Towards National Quality Standard*

### ***Stronger Futures National Partnership – Quality Teaching***

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

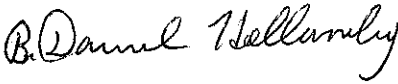

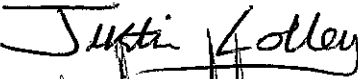
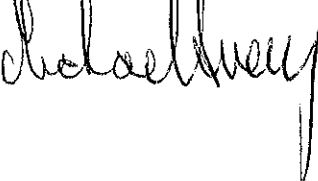
literacy & numeracy. This has included Accelerated Literacy, Literacy, supporting EAL/D learners, Numeracy, and the Mathematical Assessment Interview. Individual support for teachers has been available as required. There has also been support for the inclusion and assessment of students with hearing 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 feel confident in approaching the school with any concerns. Celebrations for Mother's Day, Father's Day, Sports Carnivals, 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 but it needs to be a continuing focus.

## FINANCIAL SUMMARY

### Endorsements

Br Daniel Hollamby (Principal)		Date 13/5/16
Rosemary Palmer (Acting Assistant to the Principal)		Date 13/5/16
Justin Colley (Deputy Principal)		Date 13/5/16
Michael Avery (Director CEO)		Date 6/5/16