

ANNUAL REPORT 2016

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
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 highlights for the 2016 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 2016 School Year

Spirituality is at the centre of what happens at school. Daily prayer occurs in all classrooms, and there is prayer at the beginning of the weekly assembly and other school activities. Other highlights during the year included the celebrations for Mother's Day and Father's Day which both began with a liturgy, the Stations of the Cross during Holy Week, and the visit of Bishop Eugene to celebrate the Sacrament of Confirmation. There were also parish and community celebrations around First Reconciliation and First Holy Communion.

Sorry Day and NAIDOC were also key celebrations involving families and community members during the year.

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 (Ltyentye Apurte) Indigenous Rangers have also been involved in these bush trips. Most 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. For the seniors some further Bush Trips occurred as part of their VET Course in Conservation & Land management.

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, and then Jimmy Driscoll, from NTFL spent Tuesdays assisting in the school – both in the classroom and running activities for the students. Jimmy also arranged a number of carnivals with other Remote Schools in which the senior and middle school students participated, and these were successful days.

Six students from the Senior class also spent a week at Yulara Resort exploring employment opportunities at the Indigenous School of Hospitality.

Student welfare is at the centre of the school. The School Wide Positive Behaviours Programme introduced at the beginning of 2015 continues to work effectively. Safe4Kids Programme was delivered by Holly-Ann Martin to all classes. Congress delivered programmes in Sexual Health to classes from Year 4 – Seniors. Health Week was held during term four with all children being checked and a number of awareness activities happened during a special Health day.

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. While attendance numbers were good overall, there were periods in the school year where attendance was very poor. This was due to dysfunction in the community, community sports weekends, and cultural ceremonies.

We were able to build on the success of the Middle School from last year and continued with two 6/7/8 classes offering a modified programme and giving the students an experience of secondary school. In 2016, in addition to these classes there was a combined senior class (Years 9 – 11). Vet courses were offered and assistance also given to some students to go away to boarding school. A relationship has been developed with Red Bend College in Forbes with a view to sending targeted students there each year. Two visits from staff at Red Bend happened and connections were made with families. Four students and a staff member visited Red Bend College late in the year and all four students have enrolled for 2017. We hope this will be an ongoing arrangement.

In 2016 six students successfully completed Year 11. Two students (females) are enrolled in Year 12 in 2017. Four students (Male) participated in Cultural Ceremonies (men's Business) early in 2017 and are currently living in the community hoping to enter the workforce.

Communication with parents, the wider community and other communities was greatly enhanced with further development of the school face book page. This has been largely the initiative of the Deputy Principal and continues to be 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)

External Review & Evaluation – Routine Assessment

On May 31st the school underwent a routine assessment in accordance with section 125 of the Education Act. A panel visited the school and spent the day examining documentation and evidence of compliance. The panel consisted of Cheryl Slater (Chair); Sandie McCue, Chris Leesong & Bernadette Morriss. Following is a summary of the findings:

“The Panel commend the staff on its preparation for the Routine Assessment. Evidence was thorough and well prepared in advance. the panel was taken on a tour of the school by Br Daniel Hollamby. The panel noted that the school presented well and facilities were maintained to a good standard.

The panel commend the staff on their evident commitment to the students. It is obvious and observable that the students are the core of all school activities. All classrooms were well presented, and served as exciting and engaging learning spaces. It was observed that all students were actively engaged and on task in the classrooms. Some classrooms had students working in groups on a variety of learning activities, including engagement through the use of iPads, desktop computers and other interactive resources. It was noted that Soundfield systems had been installed in all classrooms and were observed in use during the school tour. Learning intentions/learning outcomes and learning achievements were visible and displayed prominently in classrooms.

The panel met with key staff members. The panel was impressed with the commitment of these people to the school and its students.

The panel is satisfied. on assessment of the evidence provided, that bthe school is fully meeting its legislative requirements under the Northern territory education Act 2016”.

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 132 enrolled students, from Pre-school - Year 11. In 2016 the classes were Pre-school, Transition, Year One/Two, Year Three/Four, Year Five, Year 6/7/8 M, Year 6/7/8 A, 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. The Fourth Component of Kids Matter focusing on Mental Health was introduced. Head Space ran two workshops on Youth Suicide which were well attended.

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	9	2	7	6	5	8	13	11	4	2	0	3	70
Female	10	5	5	4	5	10	6	2	5	3	1	2	58
Total	17	7	12	10	10	18	19	13	9	5	1	5	128

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

Indigenous enrolment: 99.9%

Average attendance: 71%

Students with a disability: 18.75%

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 18.3

Support staff 28

Total 46.3

Teacher qualifications

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

Masters Level: 5

Bachelor Level: 13

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)
- The Year of Mercy
- Catholic Identity Mercy
- Maths – MAI Training
- Paul Swan – Maths (place Value)
- Accelerated Literacy Training
- Kids Matter Framework – Component Four
- Safe 4 Kids - Protective Behaviours
- Arrente 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 is involved in the GOO (Growing Our Own Programme) through CDU. Plans are in place for as number of Assistant teachers to undertake studies at the Certificate Level in 2017.

Parish Links

We continue to have very close working relationships with the Parish Priest and parish staff. We appreciate the liturgical, sacramental, and pastoral leadership and support provided by Father Bosco (and Father Vincent). 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. In 2016 twenty groups visited the community, and nine of these assisted in the school. A group of teachers from Marist Schools visited and participated in the Solidarity Immersion Programme/Retreat offered annually.

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; NT AFL
- 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
- VET with Ltyentye Apurte Rangers
- Health Week
- Safe4Kids Programme and Sexual Health Workshops
- CAALAS
- Headspace
- Weekly Counsellor from Catholic Care
- Visiting Psychologist – Diane Booth

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 was introduced during the year as part of the CIVICA programme. Modifications were made at the school level to make it more 'friendly' for parents. 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. (2016)

YEAR 3	Below NMS	At NMS	Above NMS	Total No. Students
Reading	7	0	0	7
Writing	5	4	1	10
Spelling	4	4	1	9
Grammar & Punctuation	8	1	0	9
Numeracy	3	3	2	8

YEAR 5	Below NMS	At NMS	Above NMS	Total No. Students
Reading	15	1	0	16
Writing	15	1	0	16
Spelling	10	5	0	15
Grammar & Punctuation	11	4	0	15
Numeracy	9	3	0	12

YEAR 7	Below NMS	At NMS	Above NMS	Total No. Students
Reading	7	2	0	9
Writing	5	2	0	7
Spelling	4	2	1	7
Grammar & Punctuation	4	2	1	7
Numeracy	2	6	1	9

YEAR 9	Below NMS	At NMS	Above NMS	Total No. Students
Reading	1	2	0	3
Writing	4	0	0	4
Spelling	4	0	0	4
Grammar & Punctuation	4	0	0	4
Numeracy	1	2	0	3

Stronger Futures National Partnership – Quality Teaching


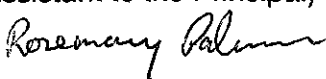
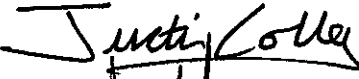
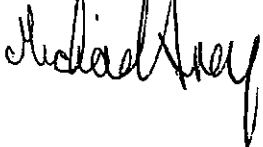
The effective teaching of Indigenous students in our school has been promoted by targeted support from education officers based at the Catholic Education Office. Teachers, Assistant Teachers and other school staff have participated in whole school and smaller group professional learning to develop their 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 18/4/17
Rosemary Palmer (Acting Assistant to the Principal)		Date 24/4/17
Justin Colley (Deputy Principal)		Date 24/4/17
Michael Avery (Director CEO)		Date 5/4/17