

Ltyentye Apurte Catholic School

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ANNUAL REPORT 2018

LTYENTYE APURTE CATHOLIC SCHOOL

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.

VALUES

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

SCHOOL PROFILE

Ltyentye Apurte Catholic School (LACS) is situated in Santa Teresa, eighty kilometres south east of Alice Springs. The school is part of the network 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 advice and maintenance.

There were approximately 128 students enrolled in eight classes from Preschool to Year 12. In 2018 the classes were Pre-school, Transition/Year1, Years 1/2, Years 2/3, Years 4/5, Years 5, 6 and 7, Years 7/8 and the Senior's class: Years 9 to 12.

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 and cultural 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.

This annual report provides a brief record of school achievements and some of the key highlights for the 2018 school year.

Message from the Principal

Ltyentye Apurte Catholic School is blessed with a wonderful staff who are committed to providing the best learning opportunities for the children entrusted to their care. My gratitude goes to all members of staff for their hard work and dedication during the year. Everyone's contribution, no matter how small, is valued and has a positive impact on the school. Thank you also to the parents and families for their support of and cooperation with the school. We greatly value their partnership and that of the whole Santa Teresa community.



Catholic Identity

Ltyentye Apurte Catholic School is 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.

We have a rich spiritual life at Ltyentye Apurte. We have the opportunity to pray together each morning. Daily prayer is an important part of classroom routine. We pray at all school functions and before each meeting. Prayer was a focal point of our early professional development as we made the transition to a classroom based religious education program. This included setting the sacred space, different types of prayer, online resources and Christian Meditation.

We created opportunities for the Parish to be more involved in the religious life of the school. Father Prakash met weekly with our REC and attended our weekly Assembly and school celebrations. We had a school Mass in the Church each term. Next year classes are going to have a liturgy each term. They will invite the families of the students to the liturgies and a shared meal. Sister Liz Weimer is a source of wisdom and advice. She organises many visiting school groups to the parish and school. A group of teachers from Marist schools participate in the Solidarity Immersion Programme/Retreat offered annually.

Our Sacramental Program is an integral aspect of our Catholic identity. It forges closer bonds between school and community as families embrace and support their children's faith journeys. We had huge celebrations for Mother's Day and Father's Day, with over a hundred community members in attendance. The Stations of the Cross during Holy Week and the visits of both Bishop Eugene to celebrate the Sacrament of Confirmation and Charles Gauci to meet the community were also highlights. There were also parish and community celebrations around First Reconciliation and First Holy Communion.

The Plenary was a focal point for valuable discussion over several meetings. We developed a process of discussion and invited participation in a conversation with our staff and students. The important message that 'Everyone has a voice' was emphasised. Comments, opinions and questions were collated. Our aboriginal staff contributed their responses at their weekly Yarning Circle. The Student Representative Council (SRC)

were introduced to the modified question 'What is Ngkarte asking of me in Santa Teresa today?' The responses were indicative of the deeply spiritual nature that pervades the students' thoughts and actions. The summarised response was 'Ngkarte is asking me to go to Church with my family; be a good person; be kind to others and to feel love in my heart.' The responses of Ltyentye Apurte Catholic School were added to those of the Parish to as part of our contribution to The Plenary 2019.

Teaching and Learning

The overall attendance of the children continues to fluctuate from time to time. Much progress was made throughout the year in the classrooms. The work of the DIP affirms this sound progress. An example can be found in the improvement in our NAPLAN scores. 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, staff and families.

The professional development of teachers became a weekly feature at Staff Meetings. Administrative matters were restricted to thirty minutes so that we could focus on ways to improve our teaching and learning practices. Many hours of Professional Development were accumulated, a significant amount provided by staff from the Catholic Education Office, including sensory regulation, trauma informed practice, hearing loss, EAL/D and Peter Sullivan's Mathematics. The Marist organisation provided a one day course on The Marist Way and Awaken. We had a pupil free day to join with OLSH Alice Springs for a day with John Munro. Several staff organised their own online or local professional development such as Little Scientists and the Marist Conference,

We tried to embed the Employment Pathways program in the Senior Class, however this did not prove to be as successful as we hoped and will require more attention in 2019. The implementation of a Work Experience program had some success.

The curriculum team continued to work towards common practices for Literacy and Numeracy. They continued to analyse data to inform teaching practice. The Levelled Literacy Intervention program ensures that our students receive explicit teaching directed at their level three times a week. Our NAPLAN results demonstrate the effectiveness of these types of programs as well as good classroom teaching practice.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Improved more than expected for their Year level	10	4	5	9	4
Improved but not as much as expected for their Year level	2	5	6	1	4
Did not improve	1	2	0	1	0

A variety of assessment strategies are used by teachers with formal reports being sent home at the end of each semester. 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.

We are embarking on a three year plan for the implementation of phonics as an integral part of our literacy program. We began skilling teachers and their assistants with a basic understanding of phonics and developing a scope and sequence. This will be followed up by a full day's professional development in our Orientation Week in 2019.

Justin Colley took on the role of STEM specialist teacher. He developed a comprehensive, contemporary and creative program for Transition to Year 12. It proved very successful with very high student engagement.

An opportunity for a more varied sport's program became increasingly possible with the creation of a Sport's Shed. It was enriched with a significant amount of equipment from donations.

We find that many of our students do not persevere with boarding education in the NT or in other states. They become too homesick or their families pine for them. We have decided to encourage our students to apply for St Phillips College in Alice Springs. We have two students who have completed their first full year and two more beginning in 2019. We are going to arrange applications for several more students next year.

NTRAI National Partnership

The effective teaching of Aboriginal 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 teacher practice in literacy and numeracy. This has included literacy supporting EAL/D learners, numeracy and the Mathematics 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. This targeted support is part of the CENT Better Outcomes Initiative and has been made possible through the Northern Territory Remote Aboriginal Investment National Partnership.

Leadership

We tried to increase leadership opportunities for staff and students in 2018. All decision making went through the Executive Team, which meets once a week. CILT who are on the Executive Committee, were also consulted on a regular basis about all cultural and community matters. A Staff Meeting agenda booklet was created so that all staff have an opportunity to raise issues and items. Decision making is made through a process of consensus. An example was when the teachers unanimously agreed that the demands placed on their time for programming and planning was an excessive burden and so the leadership team agreed to provide planning days.

Yarning Circle meetings were developed for our aboriginal staff to have a stronger voice. These meetings provide strong and effective feedback as well as information for the rest of the staff. Our students were also given a stronger and more powerful voice through the Student Representative Council. This group will also develop confidence in our students to express their opinions and to witness change and improvements to the school because of their leadership.



Community and Culture

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, that of the aboriginal world and also of the wider Australian community. Our students are bilingual with Arrernte as their first language. The school schedules twice weekly lessons of Arrernte language and culture per week. Each class has an assistant teacher to support the teacher with language, family and cultural issues. The assistant teachers also work with teachers on programming and planning and teaching units of work. There is a tutorial program to support identified students, especially with literacy.

This year a structure to facilitate the collaborative working relationship between teachers and assistant teachers was established. They were given release time to plan integrated units of work, which incorporated Arrernte. This served to engage students further in their learning, increase the teaching skills of the assistants and the cultural and language knowledge of the teachers. It was trialled successfully with several classes and we hope to make it a regular curriculum practice throughout the school.

We also endeavoured to support our non-aboriginal staff in their knowledge of Arrernte through language lessons and cultural immersion during Orientation Week and Staff Meetings.

Paul Wighton was given one day each week to support the development of the Arrernte Literacy Centre in order to improve its role of supporting the Arrernte teacher with resources. It became apparent that there were many Guided Reading boxes with graduated levels of Arrernte books. The project developed into providing resources for classrooms. Arrernte readers are to become a regular feature of the classroom program into the future. There are still many changes to be made to the work area. The Literacy Centre staff and Arrernte teacher will educate our assistant teachers on the language required to support their students. Our aboriginal staff members organised a hugely successful NAIDOC celebration involving families and community members during the year.

Paul also helped our Arrernte teacher plan Bush Trips. Each class continued to go on Bush Trips each term. These excursions not only supported their knowledge of Arrernte language, culture and story, but also supported their school engagement. Tangentyere Council in Conservation & Land management often supported these trips.



Our Indigenous Workforce Development officer continued to support Marcus Williams until his graduation. Marcus also received an academic award.

We have one aboriginal student studying, a Certificate 3 in Early Childhood Education. This fulfils a NQS requirement for Preschools which have an enrolment of over eleven students.

The Executive Committee began considering a succession plan for CILT. Marcus Williams has become the third member of the CILT team and attended his first meeting in Term Four of this year.

Our students and assistant teachers designed two new uniforms for both students and teachers. They will be introduced in 2019 and depict culturally significant stories from their Country.

It was our aim in the beginning of the year to forge closer connections with community groups. We met with Atyenhenge-Atherre Aboriginal Corporation early in Term One and agreed on a number of programs to enhance school engagement. They financially sponsored the development of the very successful Horse and Traditional Craft Programs for Seniors. They also funded an exchange between Lorne College, Victoria and our Senior students. Shellie Morris' ten day music program was also funded by AAAC.



The Tidy Towns project significantly strengthened connections already made with community groups and continues to bring with it positive change in the community. It is more than just 'picking up rubbish' as it supports and recognises community development. Litter reduction and waste management are important but so is environmental education, community participation, good citizenship and building civic pride. These goals accord with Aboriginal 'connection with country' and Christian 'stewardship of creation'. There is an increasing and noticeable sense of community pride in Santa Teresa. Community success was achieved through the team work of numerous community groups who supported the Community Working Bees, beatuification programs, garden competitions, the Community Garden project and locals for working on their tidy yards.

Ltyentye Apurte Catholic School developed Eco programs with their classes. They began plots in the Community Garden. We participated in Eco Week activities with Costa the Garden Gnome and Dirt Girl.



Parents are largely happy with the school and seem to be confident in approaching the school with 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. We are endeavouring to find more ways to invite families into the school in 2019. They include class liturgies, family cooking classes, Friday bush trips and playgroup.

Wellbeing

We tried to focus on both student and staff wellbeing programs in 2018. We had planned to revive Kids Matter but as that program was being revised on a national level, we turned our focus on available programs that also met the needs of our students. We employed the services of Holly-ann Martin and Safe4kids to teach and reinforce protective behaviours. She presented her program in Terms Two and Three and our teachers reinforced her lessons in the weeks that followed.

Our education program on positive behaviours centres on classroom management with two or three adults regularly present to manage behaviour. From time to time repeated incidents of uncooperative behaviour requires further intervention. A procedure was established whereby the students were suspended from class in the Principal's office for a day or two. Their play times were held at alternative times to the rest of the school. Elaine Gorey, the Community Liaison Officer would take the student with the Principal to visit their families. The student had to explain to their family what they had done and apologise. This system seemed to work very well as the need for student suspensions no longer became necessary in the later part of the year.

Sister Kathleen Leahy from Catholic Care continued to provide counselling on two half days per week. She was able to support our students cope with trauma and emotional, behavioural, family and trauma difficulties. Brother Frank Hough is a resident psychologist, who is gradually settling into the role of counsellor. He will be our counsellor in 2019 and is also planning to take more of a proactive approach.

We have had a number of visits from sporting groups this year, all with the same message of the importance of good health, exercise and nutrition as well as school attendance. The NT AFL schools program occurred weekly, throughout the year. The Melbourne Demons Football Club visited twice and ran a workshop on Trachoma followed by a skills afternoon for the students. Our students attended a football carnival in Alice Springs. The Royal Life Saving Society provided swimming and water safety lessons.

Finance, Facilities and Resources

Plans for the replacement of the three teacher block were reviewed and altered to create the possibility of a flexible learning centre. We decided to also remove the old Art Room and replace it with new state of the art flexible four classroom block. Plans have been developed and went to tender at the end of the year.

Other major works conducted during the year include, painting the outside of the school and adding diamond grill to the remaining windows on teacher houses.

In response to advice about school security, flood lights were installed. More will be added onto the new building. Another security issue was communication in times of a crisis. A PA system was installed in conjunction with Juno towers.

In order to achieve compliance with the NQS, the Preschool requires a playground redevelopment. A committee was formed and several meetings were held. A plan has been developed and we are currently looking into providers for its redevelopment.

An enrolment form was developed which included all the permissions needed from families as well as a payment consent form for the Student Nutrition Program. Our Community Liaison Officer spent a considerable amount of time having the forms completed and signed by our families. Unfortunately the Government changed the forms and we were unable to collect the funds required to cover the food expenses for SNP. We have, however, redeveloped the form and will once again visit families to have them completed early in 2019.

Ltyentye Apurte Catholic School employed six aboriginal staff through the Create Real Jobs scheme in 2018. Knowing that funding was going to cease by the end of the year, we were able to transfer employment of most workers to General Recurrent Grants. Two staff resigned and we were not able to continue the employment of only one CRJ staff member.

Our Student Nutrition Program, which employed two CRJ aboriginal workers is now functioning with just one worker, John Prunty. SNP is essential to the success of our school. Our students cannot learn and thrive without a balanced diet.

Attendance Strategy

Our leadership group has worked tirelessly along with AAAC and the Remote Attendance team (RSAS) to increase student attendance at school. We have run engagement programs such as the Horse Program, Traditional Craft, Cooking and BushTrips to name but a few to increase attendance. The RSAS team led by Mark Benstad take the bus around the community several times each morning to pick up children and bring them to school. They knock on doors and counsel families about the importance of school. They try to help them resolve problems around the school attendance of their children. School staff meet regularly with Intensive Family Support (IFS) to try to resolve issues around individual students. We meet fortnightly with MacYouth, Prime Minister and Cabinet, Night Patrol and Catholic Care to brainstorm and evaluate strategies. Nonetheless, despite intensive and prolonged efforts, our attendance rate is disappointing at just over sixty percent. We have highlighted several reasons for this, some of which are, the dependence on grandparents who have a diminishing capacity to influence their grandchildren due to age and health, the increasing independence facilitated by iphones and playing video and card games into the night and sleeping during the day.

Student Enrolment by Gender and Year Level

Year	T	1	2	3	4	5	6	7	8	9	10	11	12	Total
Male	7	9	6	3	4	4	3	7	8	3	2	0	0	56
Female	2	9	8	3	6	5	3	4	2	1	1	0	1	45
Total	9	18	14	6	10	9	6	11	10	4	3	0	1	101

Pre-school Enrolments: Females 8 Males 4 Total: 12

Indigenous enrolment: 100%

Average attendance: 60.4% (68% in Transition to Year 5, below 40% in Years 8 to 12)

Students with a disability: 21

Students with an EAP: 53 (18 identified as needing substantial support and 35 needing supplementary support)

Staff Full time equivalent

Teachers: 9 class teachers and 6 in leadership or support roles and all have a teaching load.

Support staff: 23 begin the year with a full time contract, but most attend part time

Twenty staff are aboriginal. All staff hold a Northern Territory Working with Children or Ochre card

Teacher qualifications

All teachers have mandatory Teacher Registration Board registration with the NT Board.

Masters Level: 2 Bachelor Level: 14 (two are Assistant Teachers who do relief teaching). One of our Arrernte teachers is three year trained.

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. (2017)

2018 NAPLAN Results – results for tests by number of students

YEAR 3			
	Below minimum standard	At minimum standard	Above minimum standard
Reading	5	1	0
Writing	3	0	1
Spelling	3	0	0
Grammar & Punctuation	3	0	0
Numeracy	2	0	0

YEAR 5			
	Below minimum standard	At minimum standard	Above minimum standard
Reading	7	0	1
Writing	4	1	1
Spelling	2	3	1
Grammar & Punctuation	4	1	1
Numeracy	6	1	1

YEAR 7			
	Below minimum standard	At minimum standard	Above minimum standard
Reading	5	3	0
Writing	7	0	0
Spelling	3	3	2
Grammar & Punctuation	5	2	1
Numeracy	0	5	1


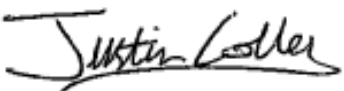

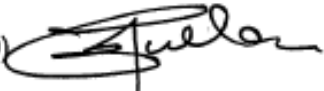
YEAR 9			
	Below minimum standard	At minimum standard	Above minimum standard
Reading	3	1	0
Writing	4	0	0
Spelling	2	1	0
Grammar & Punctuation	2	1	0
Numeracy	1	1	0

School Improvement Plan Report

We received very positive feedback following our progress report at the SIRF meeting. Of particular note was the increase of leadership opportunities across the school. There are more opportunities for local voices to be heard. We actively sought feedback from staff and community on various issues. A series of modules to reinvigorate bilingual programs were developed. Provisions were made for an Assistant Teacher to link Arrernte and Bible stories. The Community Garden and Tidy Towns initiatives have been a huge success. Our weekly professional development program has been extensive. Teacher programming and planning is of a very high standard. The introduction of specialist STEM lessons has been a huge success. Progress has been made with the development of our staff and student wellbeing programs. We were encouraged to consolidate and embed current projects in the year ahead.

Endorsements

Date

Deborah Madgen (Principal)		17-6-19
Justin Colley (Deputy Principal)		17/6/19
Elaine Gorey (CALT)		17/6/19
Greg Omullane (Director CEO)		17/6/19