



Ltyentye Apurte Catholic School

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ANNUAL REPORT 2019

LTYENTYE APURTE CATHOLIC SCHOOL

NEW VISION:

Our school celebrates the life giving Gospel of Jesus in dialogue with the Arrernte people. We do this '*In the Way of Mary*'.

NEW MISSION:

We are called to provide excellence in Catholic education and well-being through:

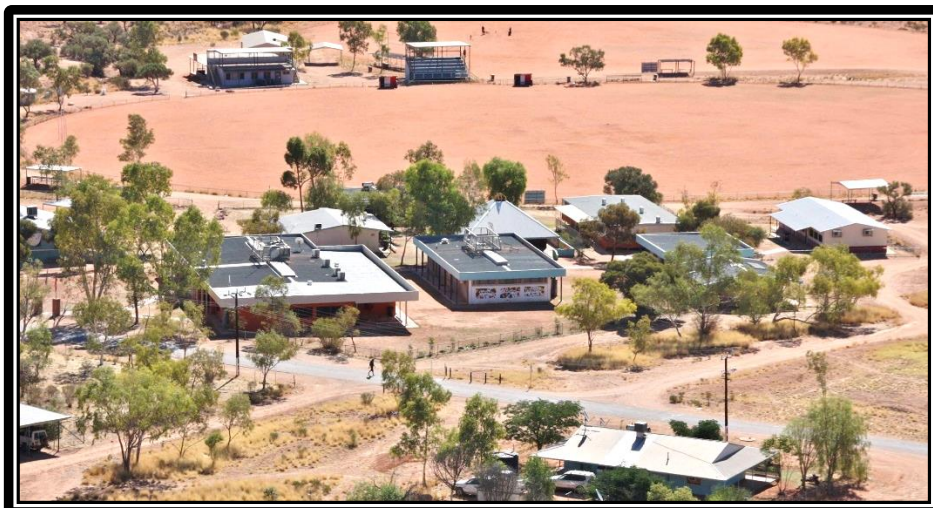
- Shaping hearts with the qualities of caring, strength and respect.
- Arrernte language and culture.
- Providing a place of learning for all.
- Authentic, two-way teaching and learning.

CHARACTERISTICS OF OUR SCHOOL:

Marist Characteristics (aka Pillars) – Presence, Simplicity, Love of work, Family Spirit and In the Way of Mary; authentic Catholic identity; formation of young people; prayer, contemplation and liturgy; sacramental life; social justice; stewardship of creation; student centred learning; celebration of achievement; hospitality and inclusivity; recognising the strengths of each person; effective communication.

FOOTNOTE: The LACS Vision, Mission and Characteristics were revised in 2019 through joint Aboriginal and non-Aboriginal staff dialogue – in consultation with CALT and Br Neville from the Marist Association, Australia.

SCHOOL PROFILE and PRINCIPAL'S MESSAGE



Ltyentye Apurte Catholic School (LACS) is a K - 12 school in Santa Teresa, an Aboriginal settlement of approximately 600 persons belonging to the Eastern Arrernte people. The people speak Arrernte and use English as their second language. The community is located approximately 83 km southeast of Alice Springs, in arid country on the north-western tip of the Simpson Desert. Temperatures are extreme, ranging from -1 to 45 degrees and there is year round access via an unsealed road.

Santa Teresa was founded as a Mission in 1953 by the Missionaries of the Sacred Heart and the OLSH Sisters. The school is governed by the Catholic Education Office, Diocese of Darwin and supported by the Marist Brothers.

In 2019, there were 41 staff at the school, 25 of whom are Aboriginal and 16 non-Aboriginal (thus, approx. 60% / 40%). There were eight student classes ranging from Pre-School to Seniors (Year 11/12). The school has small class sizes. It features specialist facilities such as a community library, STEM room, manual arts workshop and a food technology room. Every classroom has access to the Internet and there are PCs, laptops, iPads and Interactive Whiteboards throughout.

Teachers work as members of a team in partnership with local staff and Arrernte Assistant Teachers. English is the second or third language of most students at the school and the Arrernte language and cultural program is a key part of the curriculum at LACS. LACS offers a post-primary Employment Pathways program. The school has a successful literacy program showing good student progress. LACS also offers a Student Nutrition Program providing a cooked breakfast, morning tea and lunch.

School hours are 8:30 am – 3:00 pm Monday to Thursday and 8:30 am – 1:00 pm on Fridays.

This Annual Report provides a summary record of school achievements and key highlights of the 2019 academic year.

Catholic Identity

The link between Ltyentye Apurte Catholic School and the Santa Teresa parish is strong. The Parish Priest (Father Prakash) and Parish Assistant (Sister Liz) have increased opportunities to be involved in the religious life of the school. School involvement in Parish celebrations includes, home Masses and Sunday Mass.

Being a Catholic parish school, the welfare and spiritual growth of every student is the joint responsibility of parents, parish and school.

The Arrernte spiritual connections to the land and culture is incorporated into the rich spiritual life at Ltyentye Apurte. We have the opportunity to pray together each morning. We pray at all school functions and before each meeting. Staff members are invited to lead prayer at staff meetings and to contribute to daily prayer.

Daily prayer is an important part of classroom routine. Each class has a prayer space, the focus being the appropriate liturgical colour prayer cloth. Students are encouraged to choose symbols and objects in preparation for classroom prayer, sharing the significance of their choices. From Pre-School to Seniors, prayer is a focal point of the day delivered and respected for the appropriate learning level. Different prayer formats are encouraged using opportunities to link culture, traditional prayers and Christian meditation.

Mother's Day and Father's Day celebrations with liturgies and prayers at school were attended by Fr Prakash, Sr Liz and community members. The *Walk through Holy Week*, an annual learning focus and celebration, was re-enacted by the students as each class focused on a significant event in Jesus' life at this special time. Family and community members journeyed with staff and students beginning at school for Palm Sunday and concluding with Good Friday below the Cross on top of the hill.



April 2019: **Walk Through Holy Week**

Opportunities for the Parish to be more involved in the religious life of the school occurred on a weekly basis with special visits at times of sacramental preparation, class liturgies, Catholic Identity Week and class visits to the church. Fr Prakash met weekly with our REC and attended our weekly assembly and school celebrations. We had a whole school Mass in the Church each semester. All classes had a liturgy each term prepared by the class teacher with support from the REC when requested. Family members of the students were invited to the liturgies by the students and followed with shared refreshments. At times classes combined to celebrate together, the focus being similar learning or particular feast days. During Catholic Identity Week, Fr Prakash and Sr Liz shared their faith experiences when growing up as primary and secondary students. Many student groups from Marist schools visited Santa Teresa as part of their immersion program. Sr Liz coordinated these visits and LACS welcomed the students, inviting them to participate in class support and

interact with the students. A group of teachers from Marist schools participated in the Solidarity Immersion Program / Retreat and met the staff with opportunities and conversations for all to share their faith journey.

This year LACS' Sacramental Program preparation was supported by Fr Prakash and Bishop Charles Gauci in person. Visits to the classroom and conversations with the students enabled closer bonds to develop between the students and their families. Family meetings during the students' preparation encouraged family members to share their faith journey with each other. The planning for receiving a Sacrament and preparation of students is an integral aspect of our Catholic identity. Preparation of the individual stoles for the candidates for the Sacraments of First Holy Communion and Confirmation was a family event as the symbols incorporated artwork that was significant both in Arrernte culture and Catholic identity. Preparation of students to receive First Reconciliation occurred in Term 4. Father Alfonsos provided the support for the REC and class teacher with visits to the classroom and in the preparation of the student group. Families were invited to participate in the liturgy in the church. The students demonstrated their understanding and importance of requesting forgiveness and celebrating God's love through the reception of this Sacrament.



June 2019: **Sacrament of First Holy Communion**



August 2019: **Sacrament of Confirmation**

An integral part of Catholic Identity is Religious Education (RE). The RE curriculum for each class was based on the units of work developed for ACCS and followed the liturgical seasons. Each class teacher was guided in the delivery of the lessons and relied on the input of the assistant teachers to link as far as possible the content with Arrernte culture and customs. Resources in Arrernte produced in past years and available from the Literacy Production Centre were readily accessed for lessons. Our ATRE, Paula Turner, was a great support to the REC and class teachers in providing the appropriate resources, as were Literacy Production Centre staff.

Incorporated into the RE curriculum and each learning unit were the 'Wonder Questions' which encouraged individual responses. These supported faith development and a reassurance for the students that all responses were respected and acknowledged.

When developing an overview and weekly plans for RE lessons, the general LACS format was encouraged. This catered for differentiation and inclusion, linking local cultural aspects and rituals.

The Seniors were introduced to an integrated unit to support their spiritual development. This unit imbedded art and design, guest speakers, excursions to the Araluen Art Gallery and Healing Centre in Alice Springs as well as visiting locally significant locations on country.

The important links to being Catholic are imbedded into the curriculum and the celebrations coordinated with the Santa Teresa Parish and Fr Prakash have established mutual reinforcement.

Teaching and Learning

Much progress was made throughout the year in the classrooms. Our NAPLAN scores improved. Book Week and Literacy Week were celebrated with an emphasis on reading and writing. Staff members were recorded reading a story, which was posted on the school's Facebook page so that it could be shared with children and families.

The professional development of teachers featured at most Staff Meetings and there were other dedicated days. CEO consultants, outside providers, and LACS staff members delivered it. Some areas that were featured in professional development included trauma informed practice, wellbeing, Inspire, phonics, GradeXpert, positive psychology, Safe-4-Kids, Text Help, Peter Sullivan Maths, EAL/D, dedicated time and structure in Numeracy, PLCs, and Advent. Some staff sought their own professional learning opportunities.

Efforts to successfully develop programs for the Senior class students were hindered by staff changes. No Work Experience program was undertaken. Students were involved in a VET certified course in carpentry with mixed results and fluctuating enthusiasm. The Horse Program ran successfully over two terms and strong relationships between the students, both male and female, and the local stockmen were established. The aim is for this program to be VET certified in 2020. A working relationship with AAAC has resulted in the Senior students being afforded a weekly opportunity to engage in either cooking classes or, for the fellas only, learning traditional craft skills with some of the local men.

At the beginning of term four, staff undertook some training in Origo's 'Stepping Stones' numeracy program as an introduction to trialling the program. Feedback from teachers following the trial has been favourable. Stepping Stones will be introduced in 2020 as the numeracy program to be used at LACS.

The Levelled Literacy Intervention (LLI) program ensures that our students receive explicit teaching directed at their level three times a week. LLI has priority in the school timetable so that there are few to no interruptions.

The implementation of phonics as an integral part of our literacy program met with mixed results. Ongoing upskilling of teachers and their assistants, coupled with clear expectations and a scope and sequence, will be integral to the success of phonics teaching and learning across the school into the future.

Building on work that was done previous to this year, further progress has been made in 2019 in the area of two-way education. Momentum is building towards LACS once again becoming a bilingual school. 2020 will see a major focus in this area.

Two policies directly related to teaching and learning were developed and accepted by the staff during 2019. There is now a ratified 'Teaching and Learning' policy and 'Numeracy' policy for LACS. In 2020, it would be beneficial to establish a LACS Literacy policy.

The STEM program introduced in 2018 continued to grow in 2019. New projects were introduced to improve the balance of digital technology over design technology. Justin Colley formalised a working relationship with Dr Graham Rosolen, Principal Research Scientist with the CSIRO. He visited LACS on two occasions to facilitate workshops on coding and programming robotics (LEGO Mindstorms) and rocketry. Unfortunately, due to changes in staffing at the end of 2019, the future of our STEM program is unclear.



May 2019: Dr Graham Rosolen (CSIRO) LEGO Mindstorms with Yr. 7/8

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. GradeXpert is now the central storage system for student assessment data and, in second semester, was introduced for student academic reporting to parents and families.

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. Nonetheless, there have been some successes. Three of our Middle School students are thriving at Mount St Bernard's College in Herberton, Queensland and we have developed a relationship with St Phillips College in Alice Springs, where two of our students are also thriving. In 2020, we will continue to foster relationships with these colleges and assist students that we feel will succeed in a boarding school environment. We feel it worth mentioning that Alice Springs lacks a Catholic boarding school option and wonder about the feasibility of this for the (CENT) system.

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, phonics 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.

National Assessment Program 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 in reading, writing, spelling, grammar & punctuation and numeracy.

2019 NAPLAN Results – results for tests by number of students

| YEAR 3 | Below minimum standard | At minimum standard | Above minimum standard |
|-----------------------|------------------------|---------------------|------------------------|
| Reading | 5 | 4 | 2 |
| Writing | 3 | 4 | 2 |
| Spelling | 7 | 0 | 3 |
| Grammar & Punctuation | 8 | 2 | 0 |
| Numeracy | 8 | 3 | 1 |

| YEAR 5 | Below minimum standard | At minimum standard | Above minimum standard |
|-----------------------|------------------------|---------------------|------------------------|
| Reading | 7 | 1 | 2 |
| Writing | 11 | 0 | 1 |
| Spelling | 10 | 0 | 2 |
| Grammar & Punctuation | 9 | 0 | 3 |
| Numeracy | 8 | 1 | 1 |

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

| YEAR 9 | Below minimum standard | At minimum standard | Above minimum standard |
|-----------------------|------------------------|---------------------|------------------------|
| Reading | 4 | 0 | 0 |
| Writing | 5 | 0 | 0 |
| Spelling | 2 | 1 | 0 |
| Grammar & Punctuation | 2 | 1 | 0 |
| Numeracy | 0 | 2 | 0 |

Leadership

In 2019 the School Executive Committee (aka Leadership Team) was streamlined to make it more proportionate to the size of the school. School Executive (comprising the Catholic Aboriginal Leadership Team or CALT) continued to be the main decision making leadership body in the school but it consulted with other bodies, i.e. non-local staff in staff meetings, local staff in Yarning Circles and students in the Student Representative Council (SRC). Midway through Semester 2, school leadership underwent significant change with the departure of the Principal, Deborah Madgen, and her husband, Gene Madgen, who had been in the WHS and Property Management roles. LACS acknowledges the contribution of Deborah and Gene Madgen. Deborah was particularly proactive in the area of phonics and new buildings and once again we appreciate her contribution here. Following the Madgen's departure the Deputy Principal, Justin Colley, took on the role of Acting Principal, the REC, Anne Hazel, took on the additional role of Acting Deputy Principal and one of the Curriculum Team (who was also Executive Staff Rep), Zoe Smithies, took on the role of WHS Coordinator.

At the end of Semester 2, Elaine Gorey (one third of the Catholic Aboriginal Leadership Team or CALT) retired after 30 years of service to the school. It would be fair to say that in her Community / Family Liaison role, she was more responsible than any other individual for school attendance being so high at Ltyentye Apurte for so many years. It was a huge achievement. As a member of CALT, Elaine oversaw numerous leadership initiatives, notably in the area of intercultural leadership and familiarising non-local staff with local culture. LACS will be eternally grateful to Elaine Gorey for her significant impact on school and community. We wish her a long, happy and healthy retirement.



December 2019: **Goodbye Elaine Gorey. Thank you and God bless.**

As mentioned, local staff continued to meet regularly in the Yarning Circle which went from strength to strength in 2019. Facilitated by Dr Phil Standen in 2018, new LACS' Aboriginal Workforce Development Coordinator, Kellie Mayne, facilitated meetings in 2019. Attendance at the meetings was good, although there were lingering concerns that not all local staff could attend due to their teaching commitments. These concerns exist to this day. A notable achievement of Yarning Circle in 2019 includes the call and decision to erect a high fence around the school to improve security – and it has.

The Student Representative Council (SRC) focussed on three projects in 2019: community education in the area of environmental literacy, recycling and Tidy Towns; student attendance in terms of what can be done to encourage it and bilingual education in terms of the Arrernte vocabulary that students would like to see around the school. The first project was most successful with SRC members venturing out into community to present

householders in their homes and shoppers in the Community Store with the Tidy Towns Community Information Booklet. They explained key messages therein.



March 2019: **SRC Community Education for Environmental Literacy**

In April 2019, LACS SRC won a national award for their work, specifically, the Keep Australia Beautiful 'Young Legends Award' for community education around environmental literacy. As this report is being written, a range of new signs are being made for display around the school which feature Arrernte vocabulary (with English translations) chosen by the SRC.

Community and Culture

“Santa Teresa is a beautiful community.” “The culture in Ltyentye Apurte is strong!” Comments such as this are frequently made by visitors to the community. Santa Teresa can be justly proud of these accolades and they are well deserved.

The crowning achievement of 2019 was Ltyentye Apurte / Santa Teresa sweeping the floor at the Keep Australia Beautiful National Awards in Smithton, Tasmania (April 2019). The school and the community picked up a suite of awards including the top prize – being made Australia’s most Sustainable Community – Tidy Town of 2019. This was a team effort and a number of people drove the success. Since 2016, the school has worked with MacDonnell Regional Council (MRC), Atyenhenge-Atherre Aboriginal Corporation (AAAC), and a range of other stakeholders to improve the environmental quality of life in Santa Teresa. Many ‘Northern Territory’ awards were picked up along the way. In 2016, 17 and 18, LACS won the Territory Tidy Town (TTT) ‘Best School Award’. In 2016, 17 and 18, our Deputy Principal, Justin Colley, won the TTT ‘Community Citizen of the Year Award’. In 2017 and 2018, Santa Teresa won the TTT ‘Best Community Participation Award’. Then, in 2018, Santa Teresa became the NT Tidy Town of the Year. As a result \$500,000 was invested by MRC in community infrastructure and beautification projects. Santa Teresa was entered into the National Awards and went up against the best towns from across Australia. The following awards were won:

- Dame Phyllis Frost Litter Prevention: LACS
- Young Legends: LACS Student Representative Council
- Environmental Communication and Engagement: Santa Teresa
- Community Health, Wellbeing and Interest: AAAC
- Australian Sustainable Community - Tidy Town of 2019: Santa Teresa



April 2019: Justin Colley and Nora Hayes with National Awards

Santa Teresa is the first Aboriginal community in Australia ever to win the National Award. The school and community featured on national television in the months thereafter. It now has the opportunity to showcase its success by hosting the 2020 National Awards. In November 2019, LACS won the TTT Best School Award for the *fourth* year in a row!

The close working relationship that developed between community stakeholders through Tidy Towns resulted in serendipitous outcomes. Since 2018 and to the present day, AAC has provided LACS with the financial backing and human resources to run a number of programs designed to enhance 'Community and Culture' and school engagement / attendance. These include the very successful Horse, Traditional Crafts and Cooking Programs for Senior students.

In 2019, our Deputy Principal, Justin Colley, continued the work of Dr Phil Standen in reinvigorating bilingual education at LACS. In completing his Masters of Education Leadership, Justin undertook research on linguistically and culturally appropriate education in the remote Aboriginal context. Six LACS staff (three local, three non-local) participated in case study interviews and much qualitative data was produced to inform LACS' next steps in becoming a more bilingual school. In Term 4, Justin and local Assistant Teacher, Frankie Gorey, also made a productive visit to Yuendumu School which has an outstanding bilingual program. A subsequent visit to OLSH, Wadeye (in the Catholic system) is planned for 2020.

Continuing the initiative taken in 2018, teachers and assistant teachers were given release time to plan integrated units of work which incorporated Arrernte. This served as a means of improving bilingual education and developing inter-cultural understanding between local and non-local staff. It is hoped to make this a regular curriculum practice of the school in future years.

In the first semester of 2019, Paul Wighton continued to assist local staff in developing the Aboriginal Literacy Resource Production Centre. There are still many changes to be made to the work area. Paul also helped our Arrernte teacher, Carmel Ryan, plan Bush Trips. Each class continued to go on Bush Trips each term. These excursions supported students' knowledge of Arrernte language and culture, whilst enhancing their school engagement.



September 2019: **Middle 3 and Seniors Bush Trip Arrutnenge Gap**

Following the great success of 2018, Marcus Williams, RP and Elaine Gorey capably led the local staff in the planning, organisation and delivery of a superb NAIDOC experience for the school and wider Ltyentye Apurte community. All of this entailed staff and students traveling to the camp ground near Phillipson's Bore. Before the students' experience, local and non-local staff combined for cultural education organised in family groups. In the following days

students and staff returned for a series of cultural education activities building to a shared meal of kangaroo tails, sweet potatoes and damper. Subsequently back at school, students made NAIDOC banners (Reconciliation | Voice | Treaty | Truth) and marched them around the community.



June 2019: NAIDOC Week Activities in Santa Teresa and Out Bush

Our Aboriginal Workforce Development Coordinator, Kellie Mayne, continued to oversee the formal education of local staff. In Term 3, 2019, Jane Oliver (Assistant Teacher Pre-School) finished studying and qualified with a Diploma in Early Childhood Education. Through Yarning Circle and at other times, Kellie also facilitated local staff professional development in: first aid (including three separate sessions of mental health); 'Building Stronger Minds'; numeracy vocabulary; WHS: Protecting Children and Adults, Workplace Bullying and Harassment and Well-being; ADHD online training; Children's Ground PD (six staff during holidays) and finally, how to access work email accounts and Reading Eggs.

Parents continue to be largely happy with the school and are increasingly confident in approaching staff over a range of issues. The school is particularly pleased with the ongoing success of 'Student Reports Afternoon Teas' where ever more parents attend to discuss their child's progress with classroom teachers. Celebrations for Mother's Day, Father's Day, Class Assemblies and Book Week were well attended.

Well-being

Both students and staff wellbeing remained a priority in our challenging context for 2019. Holly-Ann Martin's program Safe4Kids ran again in Term 2. Our students are familiar with the programs comprehensive teachings around protective behaviours and the yearly re-enforcement helps them to carry what they have learned with them throughout the year, in both their school and home / community lives.

On one day during Child Protection week (September 1-7) the school ran a number of activities, some facilitated by outside agencies such as the police and CAAC (Central Australian Aboriginal Congress). Activities included: cyber safety, protective behaviours (run in Arrernte), peer pressure, and smoking.



September 2019: Children Protection Week - Congress and NT Police Visit

Our well-being leader ran two sessions for staff; one on staff well-being and one on strategies to help calm and regulate our students. Our well-being leader also organised (for staff) egg and bacon breakfasts, ladies movie nights, morning teas, small staff morale gifts & staff dinners as a way to help people feel connected and valued.

Two Arrernte staff were trained to deliver a CAAC sexual health program to Years 7 through 11. For cultural reasons students were separated by gender – with the male teacher taking the male class and the female teacher taking the female class. The two staff running the program say they thought the content was effective and relevant for our young people and they have had some success with delivering the program, though they would like some more training and/or support. This is something we are continuing to prioritise in 2020.

Br Frank Hough (our resident psychologist) provided support to students through counselling sessions and spending time in classrooms. Our context is complex, with high instances of social and emotional difficulties as well as intergenerational and cultural trauma. As such we will be seeking additional counselling support for 2020, on top of Br Frank's services. Discussions are underway as to how best meet our school's needs in this area.

We had a number of visits from sporting groups this year, all with the same message of good health, exercise and nutrition as well as school attendance. In 2019, this message was stronger still for Rob DeCastella's Indigenous Marathon Foundation (IMF) 'ICAN Program' (Indigenous Communities for Activity and Nutrition). The school worked with IMF, AAAC and MacDonnell Regional Council on installation of the ICAN track around the oval. This is a whole community resource. While this was being constructed, one of our Assistant Teachers, Juanita Davis, was trained and subsequently ran the ICAN school program which

developed students' physical fitness and stamina across the school. It was highly successful and Juanita impressed everyone.



September 2019: ICAN - capably facilitated by Juanita Davis

The NT AFL schools program occurred weekly, throughout the year. The University of Melbourne's Indigenous Eye Health (Trachoma) Education Program also visited the community. Our students attended a football carnival in Alice Springs. Royal Life Saving – Northern Territory provided swimming and water safety lessons.

Our Horse Program provided older students with an excellent way to reengage with learning. Facilitated by our Horse Program Coordinator and trained locals, students had the opportunity to engage with animals, challenge fears, learn valuable interpersonal skills and build awareness of personal safety.

The school Principal and Deputy Principal regularly met with a range of stakeholders (IFFS, RSAS, PMC and AAAC) who worked together to determine strategic needs in terms of school attendance and wellbeing of children in the community. This created a cycle of action which was constantly reviewed.

Finance, Facilities and Resources

In 2019, work commenced on a new, state of the art, four classroom and shared space complex to replace the three classroom demountable block, which had come to the end of its lifetime. Before building could start the old Art / RE building had to be demolished – something which was complicated by the discovery of asbestos in the concrete foundations. Once this had been safely removed, the new building was constructed quickly. The building was almost complete by the end of Term 3, 2019. All that remained was external landscaping, defect inspections and related follow-up work, installation of telecommunications infrastructure and extensive furnishing. In Term 4, 2019, LACS executive made the decision delay moving into the building until everything – most especially entirely new furniture – was complete.



New Building: Four Classrooms and Shared Space

A new high fence was also installed around the school which was funded through the Building Better Schools program. This initiative stemmed from local community and the LACS Yarning Circle (Aboriginal staff) demanding greater school security. Installation was quick but ultimately not finished in a timely manner due to Power & Water attending to overhead power-lines, which posed a WHS issue. The fence was finally finished in Term 4, 2019. Although an improvement on the previous situation, it is still possible for children / youth to climb over, dig under or cut through the fence with a saw – and they do.



New High Fence

In Term 3, 2019, Central Land Council embarked on a community development project which entailed redevelopment of the basketball court on open access school grounds. The project involved construction of a large steel or aluminium shade structure and new concrete surface. Work was not completed in a timely manner due to some local people suggesting that the build was on a 'sacred site'. This had to be investigated and it was proven incorrect. Work ground to halt for several months in this time. At the time of writing, the court is still not complete due to the global pandemic.



CLC Funded Basketball Court Refurbishment

In order to achieve compliance with the NQS, the Pre-School playground was redeveloped. This involved refurbishment and painting of the existing climbing frame, repainting of the Cubby House (by talented local staff), installation of a compacted gravel pathway (or roadway) around the Cubby House, planting new shrubs and an irrigation system.



NQS Compliant Pre-School Playground Refurbishment

In 2019 there was a continued improved focus on WHS procedures which was accompanied by drills, evaluations and greater reporting. At the time of writing, although there is still room for improvement, the school has made progress in previous years on its WHS awareness and performance.

Attendance Strategy

Ultimate responsibility for student attendance rests with the parents with support from the school. Moreover, there is a strong team approach to maintaining and improving attendance at LACS. The Principal and Deputy Principal regularly met with a range of stakeholders including: Catholic Care Northern Territory (CCNT) who are the main service providers for the Remote Schools Attendance Strategy (RSAS) and Intensive Family Support Services (IFSS). The team also includes representatives from Prime Minister & Cabinet (PMC) and the local Aboriginal Corporation (AAAC). The team worked together to determine strategic needs around school attendance and the wellbeing of children in community. This created a cycle of action which was constantly reviewed.

In 2019, LACS continued to offer a range of programs intended to incentivise and engage older students with school. They included the Horse Program, Traditional Crafts, Cooking and Bush Trips. There is evidence to suggest that these strategies do increase attendance on the days they operate.

During 2019, CCNT RSAS was forced to restructure and sadly, this led to the loss of program coordinator, Mark Bensted. RSAS and IFSS were merged under the coordination of Janelle Park (previously social worker and coordinator - IFSS program). Under Janelle, communication between key stakeholders through meetings improved. The focus on RSAS operations – notably how the bus and local RSAS personnel engaged with households – continued to be a point of contention. It is fair to say that RSAS, like LACS, faces challenges.

Despite the best efforts of stakeholders, student attendance at LACS continued to disappoint. It did not correspond as much as hoped with improvements in school programs. There are many reasons for this and it is also fair to say that there is evidence that remote school attendance is slipping or not meeting expectations in other NT school. In looking at reasons, LACS is aware that internal 'school issues' had a detrimental impact on attendance in 2019. Parent surveys conducted in community also revealed changing family dynamics, for example, grandparents losing their authority due to old age and / or ill health; ever more children not respecting or responding to parents / carers and the toxic impact of technology, i.e. children / youth use phones and devices to access YouTubes and addictive games such as Fortnite – all through the night. They're either too tired to come to school the following day or when they do, they fall asleep. Clearly, maintaining and improving student attendance will be an ongoing challenge, requiring novel solutions.

2019 Student Attendance Data and other School Statistics

Student Enrolment by Gender and Year Level

| Year | T | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|-----------|-----------|----------|----------|----------|------------|
| Male | 6 | 9 | 8 | 8 | 5 | 5 | 6 | 3 | 4 | 9 | 6 | 0 | 0 | 69 |
| Female | 9 | 1 | 10 | 8 | 6 | 7 | 6 | 3 | 6 | 5 | 1 | 2 | 0 | 64 |
| TOTAL | 15 | 10 | 18 | 16 | 11 | 12 | 12 | 6 | 10 | 14 | 7 | 2 | 0 | 133 |

Pre-school Enrolments: Male: 12 + Female: 8 = **20**

Indigenous Enrolment: 98%

Average Attendance: 46% (Based on CENT figures for Yr. T – 12, for Semester 1 and 2 combined).

Student Attendance = or > 75%: 20

Student Needs

Students with a disability: **94**

Students with an EAP: **42** (1 x support with QDTP; 15 x Supplementary; 24 x Substantial; 2 x Extensive)

Staff

Teachers: **17** Teachers including ten classroom teachers (in eight classes including Pre-School), one Arrernte language / culture teacher, two qualified local Arrernte teachers and four teachers in leadership – all of whom had teaching commitments.

Support staff: **25** including full-time and part-time, Aboriginal and non-Aboriginal, classroom and non-classroom.

TOTAL: **42** staff, 25 of whom are Aboriginal and 16 non-Aboriginal.

Teacher Credentials:

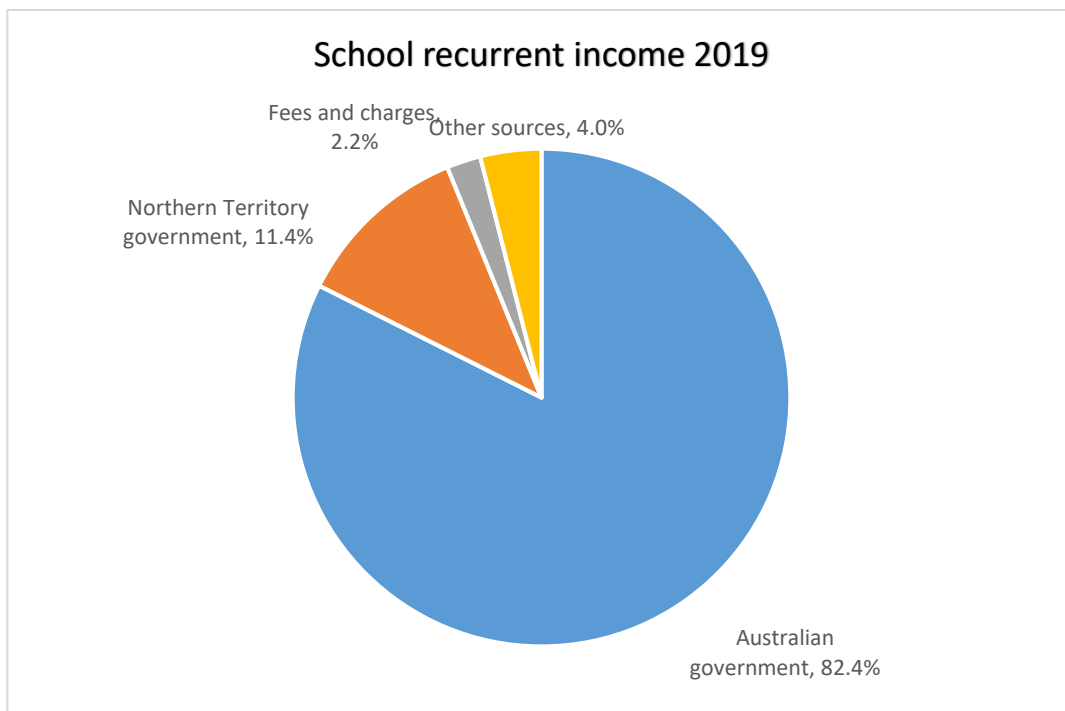
All staff hold a Northern Territory Working with Children or Ochre Card. All teachers have mandatory registration with the NT Teacher Registration Board (TRB).

Masters: 5
 Bachelor: 14
 Diploma: 3

Ltyentye Apurte Catholic School School annual recurrent income 2019

School recurrent income 2019

| Source | Amount | Proportion |
|-------------------------------|------------------|---------------|
| Australian government | 3,165,435 | 82.4% |
| Northern Territory government | 437,763 | 11.4% |
| Fees and charges | 85,175 | 2.2% |
| Other sources | 152,273 | 4.0% |
| Total | 3,840,646 | 100.0% |



* Note: All figures based on school income (excludes system allocations)

Endorsements:



Date: 02/05/2020

Justin Colley (Acting Principal)



Date: 04/05/2020

Zoe Smithies (Acting Deputy Principal)



Date: 05/05/2020

Rosemary Palmer (Senior CALT Representative)



Date: 12/05/2020

Greg O'Mullane (Director CENT)