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ANNUAL REPORT 2022

LTYENTYE APURTE CATHOLIC SCHOOL



Drone Photo: Ltyentye Apurte, courtesy of Vincent May, IT Technician, OLSH College Alice Springs & LACS Santa Teresa.

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OUR SCHOOL'S VISION AND MISSION STATEMENTS

VISION:

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

MISSION:

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

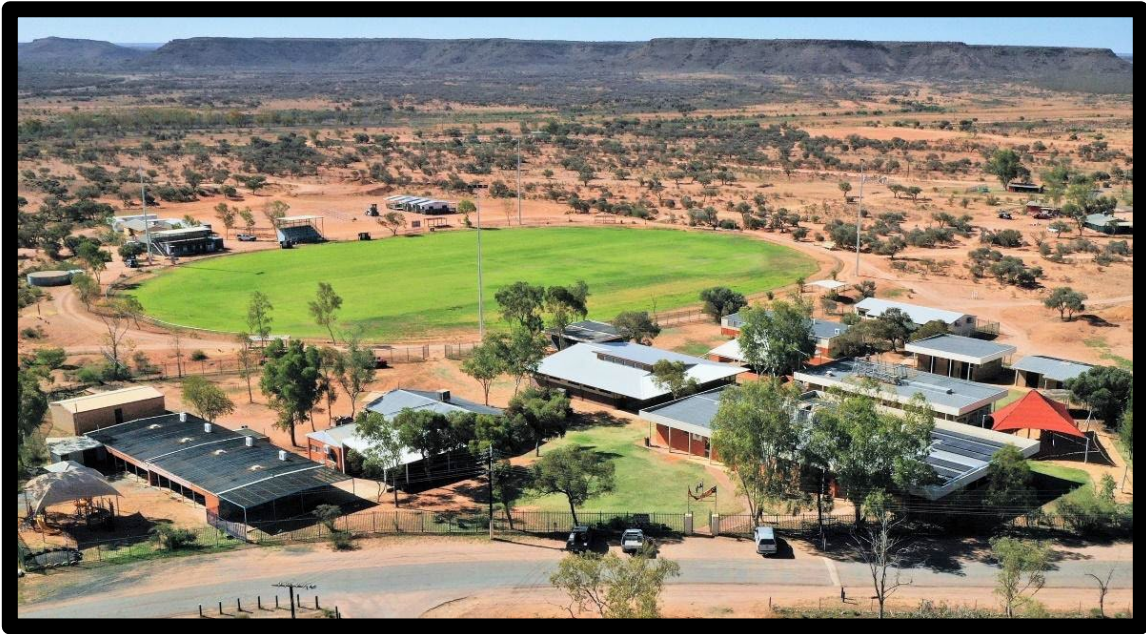
- Shaping hearts with the qualities of caring, strength and respect.
- Arrernte language and culture.
- Providing a place of learning for all.
- Authentic, two-way teaching and learning.

CHARACTERISTICS OF OUR SCHOOL:

Marist Characteristics – Presence, Simplicity, Love of work, Family Spirit and In the Way of Mary; authentic Catholic Identity; formation of young people; prayer 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.

LACS Vision, Mission and Characteristics revised in 2019 through joint Aboriginal and non-Aboriginal staff dialogue in presence of Br Neville Soloman from the Marist Association, Australia.

SCHOOL PROFILE



Drone Photo: **Ltyentye Apurte Catholic School**, courtesy of Vincent May.

Ltyentye Apurte Catholic School (LACS) is a Preschool – Year 12 school and the only school to serve the remote Aboriginal community of Ltyentye Apurte / Santa Teresa. Just over 600 people live here. Most are Arrernte and others are non-Aboriginal staff working for community organisations. Santa Teresa is located roughly 83 km southeast of Alice Springs, in arid country on the north-western tip of the Simpson Desert. Temperatures are extreme, ranging from -2 to 45 degrees and there is access via a largely unsealed road. The people speak Arrernte and use English as their second language.

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

In 2022, there were 45 staff at the school, 30 of whom were Aboriginal and 15 non-Aboriginal (thus, approx. 66% / 34%). There are nine student classes including Pre-School to Seniors (Year 12). Class sizes are small. LACS has specialist facilities such as a library, a Science, Technology, Engineering and Maths (STEM) room, manual arts workshop and food technology room. All classes have Internet access 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. The school's current strategic direction is towards the reinvigoration of a linguistically and culturally appropriate curriculum (i.e. bilingual education).

A School Nutrition Program (SNP) is also provided which includes 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.

PRINCIPAL'S MESSAGE



This Annual Report provides a summary of our school's main achievements in 2022. They are linked to actions in the Annual School Improvement Plan 2022, which you can access through the school's website.

Although the report will give a *positive* account of our achievements, it is fair to say that 2022 was possibly the most challenging year in the school's history.

Before the school year even started the Coronavirus pandemic reached Ltyentye Apurte and incidents of COVID-19 dramatically increased. By February / March nearly two-thirds of residents were in isolation. In late January severe storms battered the community, causing \$60,000 in flood damage to the school and cutting-off Santa Teresa for weeks, leading to food

shortages and rationing in the store.

Only 25% of the school's staff were able to attend our Induction Week, which had to be abandoned after three days due to a COVID break-out in school. Teaching and Learning was heavily disrupted in Term 1 with most students (and many local staff) unable to attend school. Home Learning Packs became the norm and school lunches were also taken to students' homes.

As cases of COVID-19 subsided in Term 2, school operations gradually returned to normal. However, the pandemic changed patterns in employment the world over and left a teacher / staff shortage crisis in its wake. LACS struggled to recruit teachers and other staff as necessary, which put pressure on existing staff to do more. In the second semester unprecedented levels of Sorry Business impacted staffing and student attendance. Alas, student attendance was low for the entire year as a result of overlapping crises and a decline in community stability.

In the face of all of these challenges, LACS strived to *provide an education for all*. We achieved some great successes in 2022 – in all aspects of school life. We thank everyone that contributed to these successes and invite you to read on...

A handwritten signature in black ink that reads "Justin Colley". The signature is written in a cursive, flowing style.

Justin Colley
Principal | LACS

CATHOLIC IDENTITY

At LACS, much of what we do – and the way that we do it – stems from our Vision and Mission at the front of this report. LACS is a Catholic school in the Marist tradition and the Marist charism is embedded in the Vision and Mission. The Vision reminds us that we live according to the Gospel, with love being shared *'In the Way of Mary'*. Through our Mission we strive to provide an excellent education and well-being for all. Once again, *'love'*, and also *'presence'* and *'simplicity'* are seen in our promotion of Arrernte language and culture and two-way teaching and learning. Despite the significant challenges of 2022, there were great successes in Catholic Identity.

The Sacraments of First Holy Communion and Confirmation took place. Although our Religious Education Coordinator, Rosie Landsberg, left LACS for personal reasons, the Deputy Principal, Pamela Brown, the Catholic Aboriginal Leadership Team (CALT) and local staff stepped up to lead the planning, preparation and delivery of Confirmation. Indeed, CALT liaised with families directly over this, which shows an increase in family involvement and Arrernte decision making.



June and August 2022: Sacraments of First Holy Communion (top) and Confirmation (bottom). The National Evangelisation Team (NET) made several visits to LACS in 2022. Whilst they continued to assist the school in preparing for the Sacraments, there was a greater focus on

delivering a focused Religious Education (RE) and Spirituality program in classes than before. The NET led a retreat for students doing Confirmation, they did workshops with Primary classes on the Rosary and worked with Middle 1 (Year 5/6) on Community and Belonging.

In similar fashion, LACS benefited from the services of a visiting Seminarian in the final stages of ordination for the priesthood. *Shehan* regularly spent time in two upper-Primary classes over a semester. He helped with the planning and preparation of Confirmation and participated in the NET retreat. Shehan led a couple of Youth Masses in the community. He was very well received by the students that he worked with.

Liz Falconer, from Marist Schools Australia, visited LACS at the beginning of Semester 2 for spiritual formation with staff. We developed our understanding of the 2022 Marist theme, 'Known and Loved: Dignity for All'. Given the extreme challenges of 2022, it was a healing experience for many involved.

Our commitment to Godly Play (a type of Religious Education pedagogy) went from strength to strength in 2022. Sr. Nuria from the Catholic Education Office ran two Professional Development (PD) sessions with local Arrente staff. Our Preschool teacher, Nellie, took on coordination of the approach across the school. More resources were bought in and Preschool and Junior 1 spent a greater proportion of time learning specific religious narratives through Godly Play.

A consequence of the pandemic has been the loss of 'Immersion Groups' (students and staff from interstate Catholic Secondary schools) visiting Santa Teresa and LACS. Some of them made generous financial donations to the school, which were often channelled into our Christmas Hampers for students' families. We reached out to Marist Solidarity following their visit in October. The response was profound. Donations from Marist school around Australia came in and paid the full cost of 2022's inflation increased hampers. We were touched by the gesture and reminded of Marist 'Family Spirit'.



October and December 2022: LACS Principal with Marist Solidarity visitors and Christmas Hampers.

TEACHING AND LEARNING

The beginning of the 2022 school year saw all classroom teachers planning for students working from home due to the COVID 19 outbreak in the community. While some parents opted to continue to send their children to school, many parents chose to keep children home and have them educated in a home learning environment. During Term 1, teachers and Assistant Teachers planned for differentiated teaching to continue from the home environment. Staff members delivered Home Learning Packs to many homes in the community. The activities in the packs included consolidating students' previous learning and literacy, numeracy and Religious Education activities. While some learning packs were returned to school, many packs remained in homes after completion.

There was a concerted Literacy focus at LACS over 2022. Teachers continued to implement the Heggerty Phonemic Awareness Program to further develop student phonological awareness. Teachers continued to use the Heggerty Phonemic Awareness Curriculum alongside existing structured synthetic phonics programs.

In 2022, teachers looked at the synthetic phonics programs currently used within the school with the aim of developing a phonics scope and sequence, as well as making some decisions about the consistent implementation of one systematic synthetic phonics program throughout the primary years at LACS. Resources already in the school e.g. The Dandelion series of decodable readers were shared with all teachers. These books, which are a supplementary reading resource that supports any systematic Synthetic Phonics program the school is following, have been used in many primary classrooms during 2022.

In Semester 2, two teachers attended the Read Write Inc Phonics Professional Development training in Alice Springs. Through resources obtained through the Catholic Education Office, Darwin, these teachers were able to trial the program within their classrooms during Term 4 2022. The successful outcomes of this trial lead to a commitment to further staff professional development in Read Write Inc Phonics over 2023. Funds were also set aside to order resources necessary to run with Read Write Inc Phonics from 2023 onwards.

As in most years at LACS, there has been a continued commitment to developing staff understanding of the importance of teaching Oral Language skills to our students. All staff undertook a series of Professional Development sessions around the teaching of oral language skills as presented by staff from the Leaching and Learning Team from the CEO.

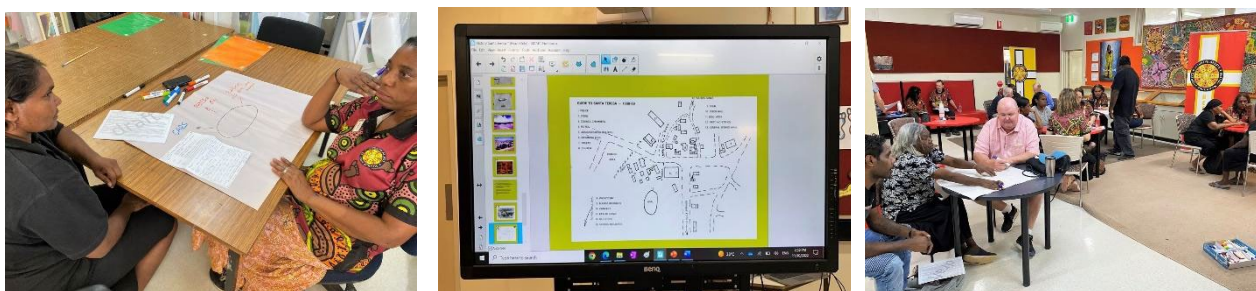
In acknowledging that our students, as well as many staff members, are English Additional Language / Dialect (EAL/D) learners, we engaged the EAL/D Curriculum Officer from the CEO to work with our staff on using the EAL/D Learning Progressions. During these sessions we used the Northern Territory EAL/D Learning Progressions to identify and assess student learning phases, and planned for continued learning in line with EAL/D pedagogy.

In recent years our school's vision in curriculum terms has been the reinvigoration of a bilingual pedagogical approach. We have tried to make Arrernte language and culture feature in school programs, events and celebrations – *beyond* routine Arrernte lessons. Good progress has been made here but the operational challenges of 2022 took their toll, especially in Semester 1.

Greater traction was achieved in Semester Two when we liaised with Dr Susan Poetsch from the University of Sydney. A lecturer in Aboriginal Education and Indigenous Languages, Susan returned to LACS to engage in a consultation with stakeholders within the school and wider communities. Building on the earlier Master's work of the Principal,

Justin Colley, she found strong community support for LACS developing a more linguistically and culturally appropriate curriculum. This was summarised in her excellent project report, 'Taking Steps Towards Strengthening Bilingual Education at LACS – A Request for Support from Catholic Education Northern Territory'.

In Term 3, Dr Margaret Carew from the Department of Education worked with our Arrernte Language & Culture teacher, Carmel Ryan. They identified 'Local History' as the next whole-school bilingual / cultural focus. Teachers and local Assistant Teachers co-planned a curriculum unit which was delivered (with differentiation) across the school. When our non-Aboriginal teachers rely on the language and cultural knowledge of local staff it significantly increases their engagement with work – as well as providing an excellent opportunity for two-way learning. The unit led to a number of interesting curriculum projects such as working with local music sensation, Eastern Arrernte Band, on the creation of an album of bilingual songs about local history.



October 2022: Non-Aboriginal and Aboriginal teachers united in purpose – planning a bilingual unit on Local History.

Secondary School (and Curriculum) Development

With the Employment Pathways curriculum being discontinued from the end of 2021, a new approach to increase academic success and engagement of Secondary School aged youth in Santa Teresa was required at LACS in 2022. Although multiple challenges were encountered in doing so, we are very proud of our achievements here. The Secondary teachers, led by Dr Nicole Johnson and Marcus Williams, took a strategic approach in undertaking three main objectives:

- i. Vocational Pathways options (traineeships and work experience).
- ii. Increased engagement by resourcing the Secondary School so it can cater for the range of interests, goals and numbers of disengaged students in community.
- iii. Introduction of the NTCET for senior Secondary students and use of the framework to fill their pattern for both vocational and academic pathways.

In 2022 we had success in the following areas:

- a) Vocational Pathways (student participated in two VET Certificates)
 - Certificate I in Automotive Engineering (11 Senior Ladies completed this course, while a number of Senior Fellas participated);

- Certificate I in Retail (six Senior Ladies Completed this course and were able to hold employment over the summer holidays).

b) Engagement

- Increased engagement, particularly in the Senior Ladies class, where there was a marked increase in enrolments and attendance across the year.
- Introduction of the Duke of Edinburgh Bronze Award. This enabled students to develop skills, which included dot and water colour painting – leading to a small social enterprise being established through the Spirituality Centre. At the time of writing (2023) nine students continue to complete their Duke of Edinburgh Award.
- Health programs were run in conjunction with the Central Australian Aboriginal Congress. Student from Years 7-12 completed the Deadly Choices Course.
- A partnership between LACS and Federal Football Club enabled 15 girls to play Australian Rules Football in the Under 16 Central Australian Women's League in Alice Springs. These student won 80% of the Club Awards, developed their skills and positive relationships with students in town.
- 'Intergenerational' educational activities were offered throughout the year, which led to the highest engagement in learning. This happened at the Community Store, the Spirituality Centre, The Aged Care facility and the Preschool.
- The Intergenerational Sewing Project was a new and exciting initiative. Students completed five projects each and, together with their grandmothers and mothers, designed and made over 150 products.
- Students participated in work experience in Aged Care and Preschool. This saw increased engagement and participation by Senior students, particularly alongside their elders.
- A 'social enterprise' was established in jigsaw puzzle making. This involved establishing a relationship with the Spirituality Centre to sell the products. Many students earned an income through this, whilst completing an NTCTE Stage 1 subject in Integrated Learning.
- Drivers Licence – three students were able to get their licences through NTSafe.
- Successful grant submissions of \$80,000 made a difference to resourcing our Secondary School programs.



July 2022: Seniors Ladies Social Enterprise – designing and making dot painted jigsaws for sale.



September 2022: Seniors Ladies Camp; student visited Wallaroo Base Camp, the Michael Long Learning and Leadership Centre and Belyuen Community, where they had a cultural exchange.

NTRAI National Partnership

Northern Territory Remote Aboriginal Investment – Non-government Schools Agreement

The NTRAI fund provides for two staff with a variety of roles designed to improve outcomes for Aboriginal people – students and staff. These staff work in the fields of Pastoral Care and Well-Being (PCWB), Aboriginal Workforce Development Coordination (Kellie Mayne) and Arrernte Literacy Production Centre Coordination (Cecily Palmer). Kellie’s significant achievements are listed under ‘Community & Culture’ and PCWB elsewhere in this report. Other than improving the organisation of Arrernte literacy resources, Cecily was unable to progress other initiatives due to being required to teach Arrernte Language and Culture when the substantive teacher, Carmel Ryan, took extended Long Service Leave.

NSIT School Review (External Validation)

National School Improvement Tool

In Term 3, 2022 LACS received its ‘External Validation’, which was administered through the National School Improvement Tool (NSIT) operated by the Australian Council for Education Research (ACER). The review focussed on Teaching & Learning, Curriculum and Pedagogy. Elements of Finance, Facilities and Resources and Student Wellbeing were

involved to a lesser extent. The review affirmed what LACS does well (we got nine commendations and nine affirmations), and what we need to do better (we were given four recommendations moving forward).

On a four-point scale of: Low | Medium | High | Outstanding, our modal score was Medium, which is where most Australian schools sit.

Summary of Performance against NSIT Domains

#	Domain:	Low	Medium	High	Outstanding
1	An explicit improvement agenda				
2	Analysis and discussion of data				
3	A culture that promotes learning				
4	Targeted use of school resources				
5	An expert teaching team				
6	Systematic curriculum delivery				
7	Differentiated teaching and learning				
8	Effective pedagogical practices				
9	School-community partnerships				

Our **recommendations** for moving forward heavily inform the development of our new Strategic Plan (2023 – 2025). In summary, they are:

- Collaboratively develop a Curriculum Delivery Plan that identifies teaching priorities and guides differentiated approaches to teaching and assessment.
- Develop a position on research-based, whole-school pedagogies.
- Create and implement a whole-school professional learning plan based on whole-school practices.
- Develop and implement procedures to provide clarity about behavioural expectations and behaviour management practices across the school.

NAPLAN Online was conducted for the second year in 2022. Although our Internet bandwidth is extremely low, DoE technicians determined that LACS could access the regular bandwidth solution, which is less cumbersome than what we experienced in 2021.

2022 NAPLAN Results (for tests by number of students):

Year 3	Below minimum standard	At minimum standard	Above minimum standard
Reading	3	1	0
Writing	1	1	1
Spelling	5	1	0
Grammar and Punctuation	5	1	0
Numeracy	4	2	0

Year 5	Below minimum standard	At minimum standard	Above minimum standard
Reading	8	2	0
Writing	12	0	0
Spelling	6	1	1
Grammar and Punctuation	7	1	0
Numeracy	8	1	0

Year 7	Below minimum standard	At minimum standard	Above minimum standard
Reading	5	0	0
Writing	5	1	0
Spelling	4	2	0
Grammar and Punctuation	6	0	0
Numeracy	4	0	0

Year 9	Below minimum standard	At minimum standard	Above minimum standard
Reading	1	0	0
Writing	2	0	0
Spelling	0	0	0
Grammar and Punctuation	0	0	0

Numeracy	0	1	0
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LEADERSHIP

Leadership was severely challenged in Semester 1, 2022. These challenges were outlined in the Principal's Message earlier in this report.

The school's Executive Committee (Leadership Team) included the Principal (Justin Colley), Deputy Principal (Pamela Brown), Religious Education Coordinator (Roseline Landsberg), Curriculum Coordinator (Cate Cockayne) and the Catholic Aboriginal Leadership Team – aka CALT (comprising Rosemary Palmer, Renee Gorey and on a trial basis, Juanita Davis and Sheree Doolan).

The Executive Committee ('Exec') is the main decision-making body in the school but it consults with other bodies, i.e. non-local staff in staff meetings and local staff in Yarning Circles (and through CALT within Exec). Leadership at LACS is first and foremost, 'servant', but also consultative in its approach.

During the year the Religious Education Coordinator, Rosie Landsberg, left employment at LACS for personal reasons. After Rosie's departure and in the context of the national staff shortage crisis, it was a challenge to recruit teachers. During 2022, we also said goodbye to Sharon Norgren, Cecily Palmer and Michelle Abraham. Rosie was replaced by Grainne Klaja. Sharon was replaced by Annette Witcombe and Cecily was replaced by Steven Pirie. While Grainne left for personal reasons, Annette (Xena) and Steven (Pirie) proved to be excellent additions to the teaching staff.

In 2022 a new preschool teacher, Nellie Biggs, commenced work at LACS and through her leadership made a number of improvements – particularly in the area of equipment / resourcing and compliance with regulations. Nellie also worked with the local childcare facility or Creche, when the Preschool Reform Agreement led to a lowering of the age at which children start preschool.

In Semester 1 the School Nutrition Program (SNP) Coordinator left employment at LACS. Due to a national shortage of chefs, school staff kept the SNP running until we could recruit a new Canteen Manager. An agency, Chefs2Go, provided us the services of Chris Wilkinson, who in a short space of time dramatically improved canteen operations. In Semester 2 we appointed an ongoing Canteen Manager, Anthony (Tony) Squibb, who has continued to improve SNP outcomes on multiple levels. The SNP is a profoundly important school service and we appreciate the leadership of Chris and now Tony in this space.



July 2022: Chris (left) and Tony (right) made a significant impact on improving SNP outcomes in 2022.

In Term 3 Justin was accompanied by Renee and an emerging local leader, Thecla Palmer, to the Biennial Marist Leadership Conference in Brisbane. They presented a workshop on how the 2022 Marist theme, 'Known and Loved: Dignity for All', is manifested at LACS. Renee taught participants about Arrernte language and Thecla spoke, via video, about the role of the school in community and Arrernte spirituality. The workshop received much positive feedback and our attendance at conference is regarded as a major highlight of the 2022 school year.



August 2022: Renee, Thecla and Justin participated at the Biennial Marist Leadership Conference in Brisbane.

Towards the end of 2022 Juanita and Sheree stepped back from CALT. They were replaced by Delphina Cavanagh and Thecla Palmer. While Delphina has experience of leading the preschool, Thecla, along with Nalita Palmer, participated in the First Circles (Aboriginal) Leadership Program in 2022. They are developing confidence and skill as local leaders.

Leadership capacity was developed in 2022 through a combination of study, courses and coaching. LACS Inclusion Support Coordinator / Practitioner, Michelle Abraham, studied a Masters in Special Education / Inclusion. The Pastoral Care Wellbeing and Aboriginal Workforce Development Coordinator, Kellie Mayne, participated in the Brown Middle Leaders Program. The Principal, Justin Colley, commenced regular coaching with Julianne Willis, a well-known, highly experienced and respected education leader in the NT.

COMMUNITY AND CULTURE

Community and Culture is at the heart of our school's leadership vision and strategic direction; that being to reinvigorate a linguistically and culturally appropriate curriculum (bilingual education). Due to significant operational difficulties resulting from previously described challenges, our vision was placed on hold for much of 2022. However, greater progress was made in the latter half of the year.

As reported under 'Teaching and Learning', LACS is proud of outcomes stemming from 2022 initiatives to create a secondary school option for youth in Santa Teresa that might not be wanting or suited to a boarding school education. We did this by focusing on developing a contextually relevant curriculum, rich in authentic learning opportunities. This was partly achieved by collaborating with various community stakeholders and Santa Teresa's older generation. The initiatives were successful in that student attendance – particularly in the Senior Ladies – markedly increased over time as a result of more *engaging* school programs. As also reported earlier, in Term 4, LACS undertook another whole-school bilingual / cultural unit which focussed on 'Local History'. As ever with these units, there was greater cooperation between non-Aboriginal teachers and Arrernte ATs (the face of community in school).

Despite the impacts of the Coronavirus pandemic on community in Semester 1, LACS recovered quickly in Semester 2. We resumed many school-community events, including weekly or fortnightly whole-school assemblies every week, Mothers' and Fathers' Days celebrations, School Open Afternoons and BBQs, religious liturgies and a highly successful Student Report handover meeting in Term 4.



September 2022: Fathers' Day – business as usual. May God Bless Ltyentye Apurte Dads.

Our Aboriginal Workforce Development Coordinator, Kellie Mayne, continued to oversee the formal education of local staff. For the most part in 2022, this was through Alana Kaye Certificate III in Early Childhood Development. In Term 2, three Arrernte Assistant Teachers successfully completed this course. We are proud of their achievement. At the time of writing, one Arrernte staff is enrolled to study for a Diploma in Early Childhood, which will qualify her to lead the Preschool. Kellie also facilitated local staff professional development in many other areas, including Work Health Safety (WHS) and Information Communications Technology (ICT).

Kellie Mayne also organised an extremely successful AFL Footy Colours Day, which incorporated footy clinics run by AFL-NT, a mini match on the oval, a footy colours parade to club songs and a BBQ for students and their families. This was one of the best attended community events of the year and a testament to the popularity of AFL in remote communities such as Santa Teresa.



September 2022: The AFL Footy Colours Day was a very successful school community event.

Parent / carer satisfaction with the school is gauged in a number of ways. We receive feedback following meetings with parents / carers about Student Reports; through school community events such as assemblies, liturgies and BBQs and through service provider meetings in relation to school attendance. Feedback is largely positive. Community generally recognises that the school does its best to serve students and families – in very challenging times. Sometimes feedback is less positive, e.g. complaints about students teasing one another. We deal with these in a constructive manner.

PASTORAL CARE AND WELL-BEING (PCWB)

Students and staff Pastoral Care and Well-being (PCWB) continued to be a high priority in 2022, especially given the ongoing coronavirus pandemic. Indeed, when cases of COVID-

19 virtually exploded in Ltyentye Apurte in Term 1, all students and staff were directed to wear facemasks and adhere to a wide range of other precautions mandated by Northern Territory Government and the Department of Health. Students continued the Breathe Blow Cough (BBC) program as part of their ongoing morning hygiene. This helps students to have clean, healthy noses and ears.



February 2022: **First Days Back. Mask wearing became the norm in lessons across the school.**

The Semester 1 COVID-19 outbreak caused many of our regular PCWB initiatives to be curtailed in some way. There was a scaled down Bullying No Way program in classrooms. Catholic Care Northern Territory counsellors and our resident counsellor, Brother Francis, began counselling students from Term 2 onwards. AFL NT continued from Term 2 onwards. The new Be You and YMCA Swimming programs were not able to start until Term 4.

In liaison with staff from Catholic Education NT, Our Pastoral Care Well-Being Coordinator, Kellie Mayne, continued to embed the Mind Up for Life program in Semester 1. This saw class teachers implementing three Brain and / or Mindfulness Breaks throughout the day. Kellie organised 'Health / Wellbeing Bags'. Over four weeks in Term 2, every student and staff who came on a Friday received a health bag to take home. In Semester 2, the national teacher shortage crisis started to make an impact on LACS. Kellie was required to teach the Transition class on a full-time basis for the entire semester.



March 2022: **Health and Wellbeing Bags.**

In Term 3, the Principal, Justin, responded to staff concerns about anti-social behaviour in the wider community impacting teachers' (and others) well-being. This had already been taken to a high level in NT Police. In turn, Victims of Crime NT funded an initiative that ... brought MusoMagic Outback Tracks back to Santa Teresa to produce another high-quality music video. Following a highly consultative process, MusoMagic focused on the specific issue of rock-throwing, which is prevalent in the community. Working with students and school staff they produced a song and video entitled 'I Am A Rock'. This encouraged youth to be strong, refrain from rock throwing and keep them on the ground. The video was posted on the school's YouTube channel and Facebook page. It received thousands of views.



I Am A Rock Ltyentye Apurte Subtitled



I Am A Rock Ltyentye Apurte Subtitled

August 2022: MusoMagic Outback Tracks developed I Am A Rock with the school community.

FINANCE, FACILITIES AND RESOURCES

In 2022, LACS continued to build on the financial success of 2021 (a particularly good year) and invest in strategic priorities identified in the school's Master Plan. While our student and enrolments and attendance declined in 2022, which will have an impact on funding for 2023, we achieved other financial successes in 2022.

We were able to increase school finances by approximately \$340,000. Of this, \$80,000 resulted from successful grant submissions to pay for projects in the Secondary School; \$240,500 from a successful Block Grant Authority (BGA) application to refurbish teacher accommodation and approximately \$19,500 from Marist schools around Australia to pay for the 2022 Christmas Hampers.

2022 started with the opening of the newly refurbished Arrernte Language & Culture building. This responds to our strategic priority to become a more bilingual school. We were very pleased with the results from RL Builders. Work commenced in Term 4, 2021. All internal walls were demolished – turning the three-room building in a single, open plan space. All furniture was replaced with new, modern, portable furniture.

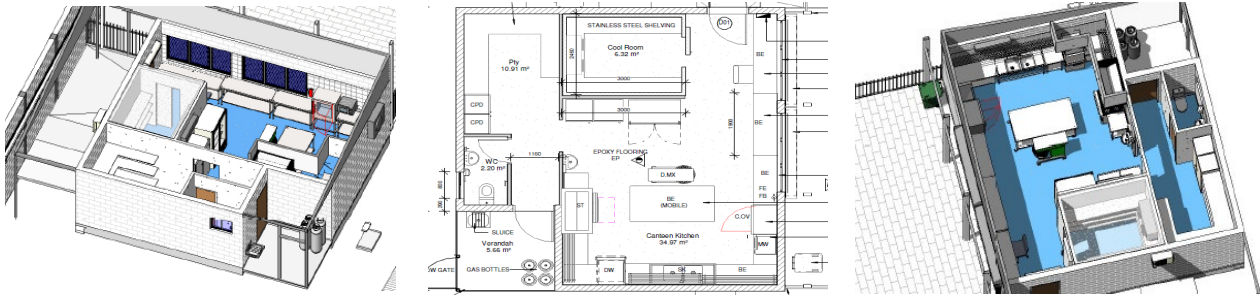


March 2022: Lessons resume in the newly refurbished Arrernte Language & Culture Building.

A significant challenge in 2022 was the long-term effectiveness of the School Nutrition Program, incorporating canteen operations, student and staff satisfaction, infrastructure and equipment and parental financial contributions for food. Where the latter is concerned we became aware of a gap between parental contributions and what the school was (and is) paying to make up the difference. LACS is currently running a significant financial loss. We are determined to reduce the gap by communicating with households and much increasing sign-up for Centrelink and / or wage deductions. This was partially successful and further work will continue in 2023.

In Term 2, 2022, a new (and temporary) SNP / Canteen Manager, Chris Wilkinson, completely changed our thinking over canteen operations and economics. In a short space of time he initiated practices that will have a positive impact for years to come. At the beginning of Semester 2 we appointed an ongoing SNP / Canteen Manager, Tony Squibb, who continued to improve outcomes on multiple levels. There has been a significant move away from processed to locally cooked food being served to students, a much-improved menu, new whole-sale food distributors and a massive reduction in freight costs. We are grateful to Chris and Tony for their professionalism and initiative in this space.

Plans to completely refurbish the Canteen were put on hold in 2022 when it was found that the building had structural integrity issues. An engineer has recommended that we completely replace the Canteen and this is now planned for 2023.



December 2022: Plans for the all new Canteen building to be built in 2023.

A major strategic priority in the Master Plan is the refurbishment of our teacher accommodations. Many of them need repair and modernisation. Our teachers work very hard and deserve a comfortable home to return to at the end of a day. We take their wellbeing seriously and are spending unprecedented amounts of money on initiatives to improve it. As mentioned earlier, in 2022, we successfully applied to the Block Grant Authority (BGA) for a grant of \$240,500 to contribute 65% of costs for the complete refurbishment of two teacher accommodations. This is the largest BGA grant that the school has ever received. Work on the units will begin in 2023. Meanwhile, work continued on two other accommodations funded in 2021 continued in Semester 2, 2022.



December 2022: Completion of Houses 144 and 145; leading to a significant improvement in teacher wellbeing.

In 2022 we *finally* took ownership of a brand-new vehicle, a Toyota HiAce Commuter 4WD. This vehicle is highly versatile and provides great value for money. It has 10 seats, a large storage space, a tow-bar and can travel on the tough terrain around Santa Teresa.





Above: Our **Toyota HiAce Commuter**. It's a 10-seater with a big storage area and 4WD upgrade.

The HiAce Commuter replaces our very old and dilapidated *troopy*. A 12-seater Toyota HiAce Commuter and dual-cab Toyota Hilux will follow in 2023.

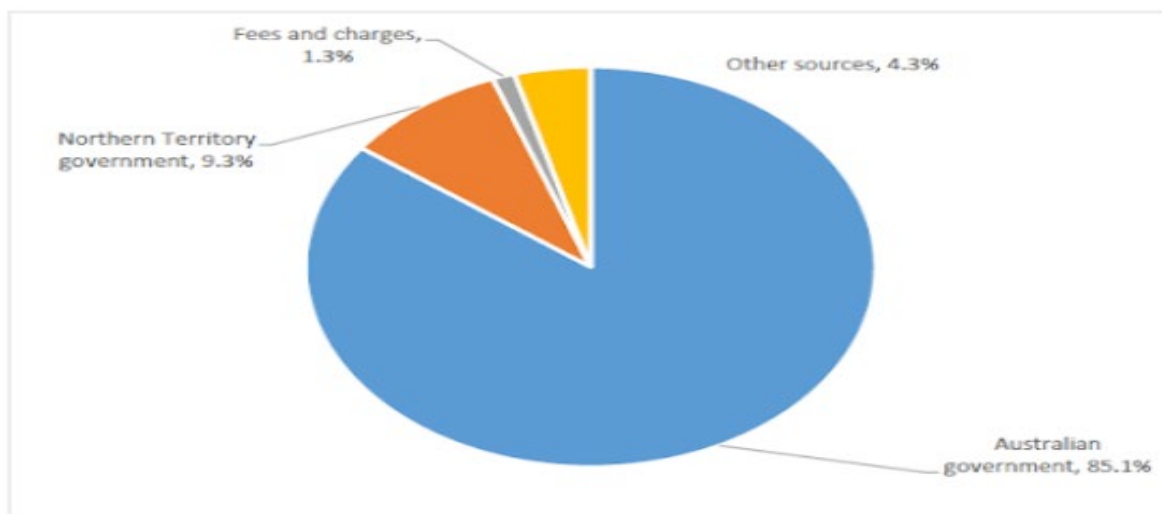
ATTENDANCE STRATEGY

Ultimate responsibility for student attendance rests with parents and households with support from the school and its stakeholders. There is a team approach to maintaining and improving attendance at LACS. The Principal regularly meets with stakeholders including Catholic Care NT, who are service providers for the Remote Schools Attendance Strategy (RSAS). The RSAS Governance Committee also includes representatives from MacYouth

Ltyentye Apurte Catholic School School annual recurrent income 2022

School recurrent income 2022

Source	Amount	Proportion
Australian government	4,437,659	85.1%
Northern Territory government	484,255	9.3%
Fees and charges	65,767	1.3%
Other sources	225,048	4.3%
Total	5,212,729	100.0%



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

(an arm of MacDonnell Regional Council) and the local Aboriginal Corporation (AAAC). The committee is composed of both non-Aboriginal and Aboriginal people. They work to determine strategic needs around school attendance and the well-being of children in the community. This creates a cycle of action which is constantly under review.

In 2022 we were sorry to lose the RSAS Coordinator, Grace Graham-Edney. She brought considerable energy and dynamism to the role which contributed to improved attendance outcomes in the school in 2021. As part of the attendance strategy we continued to ensure that our Community Liaison Officer, Renee Gorey, liaised closely with the RSAS team.

As mentioned throughout this report, the coronavirus pandemic reached its peak in Santa Teresa in Semester 1, 2022. In Semester 2, there were unprecedented levels of Sorry Business. As a consequence, student (and staff) attendance at LACS was low for the entire year, the school faced severe operational challenges and there was a decline in community connection. Sensitive to this situation, the RSAS Governance Committee *deliberately* refrained from pushing hard on student attendance and focussed instead on well-being initiatives, such as supporting the School Nutrition Program.

We continue to be enormously grateful and appreciative of the support that we receive through the RSAS Committee.



We appreciate the support of **CatholicCare NT** who provide the **RSAS Program**.

2022 Student Attendance Data and other School Statistics

Student Enrolment by Gender and Year Level (based on 2022 August Census)

Year	T	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Male	3	7	8	2	8	8	9	3	2	2	0	2	0	54
Female	12	10	1	8	5	6	7	4	4	5	0	3	2	67
TOTAL	15	17	9	10	13	14	16	7	6	7	0	5	2	121

Preschool Enrolments: Male: 5 + Female: 3 = 8

Indigenous Enrolment: 100%

Student Needs:

Students with a disability	49	
Students with an EAP	53	(0 x support with QDTP; 12 x Supplementary; 34 x Substantial; 3 x Extensive)

Staff:

Teachers	13	Includes eight classroom teachers (in eight classes including Pre-School), two qualified local Arrente teachers and three teachers in other positions – including the Principal. All three covered classes from time to time.
Support Staff	32	Includes full-time, part-time and casual, Aboriginal and non-Aboriginal, classroom and non-classroom.
TOTAL	45	30 of whom are Aboriginal and 15 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). LACS' teachers' qualifications are as follows:

PhD	1
Masters	2
Bachelor	9
Diploma	1

Endorsements:

Justin Colle

Date: 19 / 05 / 2023

Justin Colley (Principal)



Date: 19 / 05 / 2023

Robert Dreise (Acting Deputy Principal)



Date: 19 / 05 / 2023

Renee Gorey (Senior CALT Representative)



Date: 19 / 05 / 2023

Paul Greaves (Director, CENT)