



Our Lady of the Sacred Heart Thamarrurr Catholic College

Annual Report 2022



Our Lady of the Sacred Heart Thamarrurr Catholic College

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Principal's Message

The orange flower at the centre of the college logo is from the Woolly Butt Tree (*Eucalyptus miniata*). The tree is endemic to Northern Australia and like many plants living in a tough environment it has a unique form of adaptation for survival.

The Woolly Butt Tree develops a lignotuber, a woody swelling at the base of the tree to protect it against destruction by things such as fire. This flower is an appropriate emblem for the community and the school in Wadeye. It is symbolic of beauty and resilience. The community and school's beauty lies in its love of family, culture and tradition. Resilience is shown through its drive to maintain these despite huge challenges. This year the challenges faced by the community and school although significant, have not deterred the resolve to search for a positive future.

Our Catholic Aboriginal Leadership Team (CALT) has guided the college throughout the year and provided advice for navigation through some tough times. They have been a steady compass, and as a principal in my first year at Our Lady of the Sacred Heart Thamarrurr Catholic College, I thank these strong and determined leaders for their love of the children, their love of learning, hope-filled hearts and gutsy attitudes. I thank the many agencies in Wadeye and Darwin that work together with the school. I thank staff at the Catholic Education Office in Darwin for support and advice. I thank the parents for entrusting their children into our care. I especially thank the hard-working and resilient staff of the college for their love and care for our students, their humour and creativity. Regardless of what the future holds, our school must always hold dear family, culture and tradition, to maintain integrity and relevance in this community.

Mrs Jacqueline Conboy
Principal

Vision Statement

Live our faith through providing the best education for the children and young people of the Thamarrurr Region.

Neki ngatha Ngepan Yile Neki nukun karni ngarra marda neki, nhini-wa da ngarra wurlk thamam thurran i danyengkarda wurran kardu mangini mamay, kigay i mardinhpuy panpinhingayithnu purru wurlk ngarra murrinh kurl pamam panam da ngarra putek Wadeye kanhi warda ngatha thim.

Mission

Our Lady of the Sacred Heart Thamarrurr Catholic College is committed to providing the best education for the children and young people of Wadeye that supports the faith, language, and culture of our students. We work with families in growing young people who can walk strongly in two worlds. We use our talents and resources to contribute to the development of the education, health, welfare and faith of the whole community.

Da murrinh kurl karrim kanhi-ka da Kale Neki nunganthurr pirrim. Kardu ngarra wurlk thamamngime thurran-ka thempirrumutngintha ngala da matha ngarra Yile Neki i Kale Neki-yu i nhini weyida danyengkarda wurran kardu mangini mamay, kigay i mardinhpuy panpinhingayithnu purru wurlk mangini pigunu warda pumayithnu purru murrinh ngarra thurran ngerrenngime nanhthi panampurkpurk i nanhthi ngamere deyida wanku.

Kardu bamam i thipmam kanhi wurlk thaamamngime thanam-ka kardu mamay nukun i kardu ngarra da kathu darrikardu nekingime warda ngatha thumemmanpingime thurran da mangini lurruth ngala thampirramut mamay neki warda ngatha.

Tithe bamam i thipmam-ka mange patha pumampirra panam ngarra murrinh kurl-yu kardu mamay-ka nanhthi dimpirrakathuk deyida tarangka-yu ngarra murrinh kurl-yu. Da numi deyida-ka kardu mamay lurruth ngala dampirramut kanam tithe thipmam murrinh ngarra Kale Neki i Kangkarlmawu nukun da mere warda ngatha kuyekum nukun kurru, mu mayithnu purru ngarra mukluk ngarra pigunu *kardu mamay warda ngatha*.

Our Values Include

- Love
- Faith
- Peace
- Compassion
- Hope
- Forgiveness



Our Lady of the Sacred Heart Thamarrurr Catholic College

School Profile

Our Lady of the Sacred Heart Thamarrurr Catholic College is a remote Aboriginal school located in Wadeye 420 km Southwest of Darwin. The Kardu Diminin people are the traditional owners of the Wadeye country and there are over 20 clans who are traditional owners for areas in the surrounding Thamarrurr region residing in Wadeye and attending the school. The school operates a Family as First Teachers (FaFT) program, Preschool, Primary and Secondary School. Most local people in Wadeye speak Murrinhpatha as a first language. The school has been delivering bilingual education in Murrinhpatha and English for over 40 years.

Short History of the Founding of the Mission at Wadeye

On September 28th, 1934, Fr Docherty MSC set sail on the Mission boat *St Francis* with Brother Andrew Smith, its skipper and Alfonso an assistant navigator and several Bathurst Islanders as crew, to look over the Port Keats area with a view to starting a mission. This followed requests to Bishop Gsell by the Government of the day to try and halt the drift of the tribal peoples to the settled areas. Before setting out, Fr Docherty meet with Port Keats people in the Aboriginal camp in Darwin telling them of his plans to start the mission and asking for their assistance. Four men agreed to travel with him. These men were Marlanh, Majindi, Anglitchi, and Ngunima.

The two weeks were spent negotiating the reefs and tidal inlets, looking for a place where there was sufficient water, good building materials, good access to the main water way and good land and a supply of game for food. He mentions meeting four men, four women and four children at one of their initial landings. Water was getting short, but at last they found the site that they had been looking for when they landed at Wernteknganayi. Before returning to Bathurst Island on 10th October, Fr Docherty writes that he said goodbye to the Port Keats people with presents of flour and tobacco and enough provisions to last a month. He went to prepare timber for building and get other supplies ready.

The people in Darwin were excited as preparations were made for the start of the Mission at Port Keats. They watched as the two boats were loaded with more and more supplies. Eventually Kolumboort said to Docherty, "We cannot fit on the boat, you have too much stuff, we will have to walk back." Ngunima and Yulwa said to Docherty, "You do not need us now because you have Harry (Kolumboort) and Ruby to help you. We will walk back with Kolumboort to keep him company." The walking party departed before the boats left.

In June 1935 Fr Docherty set out to begin the mission at Wernteknganayi. He with his companions, Dr. Stanner, Pat Richie and John Johnson, arrived at 'Old Mission' on the coast in the *St. Francis* and the *Ariake*. The local aboriginal people who had come with them from Darwin were Harry Luke Palada Kolumboort and wife Ruby [later baptised Irene], Albert Wardirdi Anglitchi, Billy Nganmarri Majindi, Muta and his wives, Jackie Marlanh, Parntak and his wife Lintha Nhimpuk. He stayed at the site for four years while they searched and surveyed for an area that could become a permanent settlement. After exploring for more suitable sites the decision was made with the approval of Bishop Gsell to re-establish the mission at Wadeye which was further inland.

On 17th April 1941 three sisters of Our Lady of the Sacred Heart, Sisters Dionysius [Eileen Mulhall], Magdalen McNamara and Xavier Dwyer, came to look after the girls. They had left Darwin on 16th April with Brother Pye. Father Docherty built a house and a school for them.

(Excerpt from The Founding of the Mission at Port Keats)



L to R: Albert Anglitchi, Billy Majindi, Jumbo Dulla, Nym Parntak Bunduck, Fr Richard Docherty, Harry Luke Palada Kolumboort, Irene Kolumboort.

Catholic Identity

Catholic Identity is more than signs and symbols. Our catholic identity, expressed through our commitment to know and respect each other, is a commitment to faith, hope and the sacraments. We strive to live our lives by showing compassion and forgiveness. Our catholic identity is alive in our religious education lessons, the preparation of students for the sacraments and in our constant efforts to encourage peace and forgiveness as part of daily practice, especially with students.

Parish Priest, Father Leo Wearden's relationship with the people of Wadeye and the school is strong. He is a trusted and loved advocate and spiritual advisor for the community. Leo is a regular visitor to the school, and he rarely misses a Thursday visit and often attends our Friday Staff Briefing. We rely on him for support and advice.

Families and staff have supported the students to explore their faith and this year 42 students made their first Reconciliation, and 42 students received their first Holy Communion.

Father Leo, Barbara Kurawul and Lucia Ngarri



2022 First Communion



Workforce Composition

Staffing 2022

School Area	Role	Number of staff	FTE
Families at First Teachers	Teaching	4	3.4
	Non-teaching	0	0
Preschool (ECEC)	Teaching	8	7
	Non-teaching	0	0
Primary	Teaching	48	44.4
	Non-Teaching	15	12
Secondary	Teaching	24	21.6
	Non-teaching	5	4
Reception and Administration	Non-teaching	4	3.6
LPC	Teaching	3	3
	Non-teaching	5	4
IT, WHS, Finance	Non-teaching	3	2.5
Kitchen	Non-teaching	4	3.6
Maintenance	Non-teaching	9	8
	Total	132	117.1

Catholic Aboriginal Leadership Team

The School's Catholic Aboriginal Leadership Team (CALT) for 2022 consists of:

Francella Bunduck	Yek Neninh
Xaverine Bunduck	Kardu Diminin
Dominica Lantjin	Rak Dirrangara
Martina Mullumbuk	Yek Yederr
Alanga Nganbe	Rak Thangkurrarl
Rosaria Tipiloura	Yek Neninh

The CALT members continue to meet every Tuesday with the Principal and Deputy Principals. They are a wise and dedicated group of strong and determined women who provide leadership and direction, advocate for the community and are mentors for younger staff. They clarify issues that arise and provide sage advice for the Principal on matters of education, politics, culture and tradition. These leaders keep the students at the centre of plans and decisions. Their knowledge of the community and drive to support students and families are fundamental to the life of the college.



L to R: 2022 CALT Members – Martina Mullumbuk, Dominican Lantjin, Rosaria Tipilouria, Alanga Nganbe, Xaverine Bunduck and Francella Bunduck

The non-local staff at our college are guests on this beautiful land, and together we recognise and pay respect to the Traditional Owners of the lands, sky and waters, and Traditional Owners for areas in the surrounding Thamarrurr region. We acknowledge and pay respect to their ancestors and their leaders, past, present and emerging.

Kardu Diminin Traditional Owners and Employees of the College	
Cecil Bunduck	LPC Desktop Publisher
Freda Bunduck	Teacher in Year 3/4
Kevin Bunduck	Assistant Teacher in Secondary School
Harry Bunduck	LPC Worker
Matthew Bunduck	Assistant Teacher in Primary and Secondary School
Theona Bunduck	Assistant Teacher in Secondary School
Xaverine Bunduck	CALT Member and Teacher in the Secondary School
Ziporah Bunduck	Assistant Teacher in Transition to Year 2
Angelica Kolumboort	Administrative Assistant in Secondary School
Reparata Kolumboort	Assistant Teacher in Primary School
Regina Melpi	Assistant Teacher in Early Years
Barbara Mullumbuk	Teacher and Religious Education in the Secondary School
Lucia Narri	Assistant Teacher in Secondary
Miriam Namarluk	Teacher in Transition to Year 2
Ernesta Perdjert	School Nurse Assistant
Lynette Perdjert	Teacher Linguist Support

Teacher Qualifications, Registration and the Ochre Card

All teachers in the school have the required Northern Territory Teacher Registration and hold teacher qualifications. Fourteen of the teachers are local staff, six of whom have an Authority to Teach. The non-local teachers come from other parts of the Northern Territory, all states of Australia and from as far as New Zealand and the Philippine Islands. All teachers are committed to self-improvement and were involved in planned professional development throughout the year.

All staff (teaching and non-teaching) hold current Working with Children Clearance (WWCC) also known as the Ochre Card. The school maintains an up-to-date register of the required WWCC registration and checks, criminal history and police checks. All visitors, including contractors report to the Main Reception Office where Ochre Cards are checked.

Summary of Teacher qualifications

Level of qualifications	Amount	Percentage
Post graduate qualifications!	8	23%
Bachelor's degree or equivalent	26	77%

Instructional Coaching

OLSH continued the commitment to the Instructional Coaching program - two teachers participated in the Instructional Coaching Program in 2022.

Aboriginal and Islander Workforce Development

Adult education continues to be of high importance and the school supports staff attendance at courses provided at Nungalinga College, a Combined Churches Training College for Indigenous Australians.

Staff were supported to increase their qualifications:

- Three staff completed a Cert 11 in Functional Literacy
- Three staff completed the Cert 111 Early Childhood Education and Care
- One staff member completed the Cert 111 in Christian Ministry and Theology

Staff Turnover

While staff come and go, many are keen to stay on, learn as much as they can about Aboriginal tradition and culture and benefit from the six months study leave after the completion of four years teaching at OLSHT. Some staff do return after the study leave because they miss the Wadeye community and relationships developed with children and families. Success as a non-local teacher or staff member in Wadeye is closely linked to the personal investment made to develop trust within the community.

Some staff have been employed by the College for many years and their loyalty and service were recognised by the Catholic Education Office at the end of the year. Director of Catholic Education in the Northern Territory, Mr. Greg O’Mullane, acknowledged and thanked these staff members at the end of year assembly. At the assembly, Greg’s service to the school was also recognised by the community through traditional dance.

Staff Member	Years of Service to the College
Francella Bunduck	37
Xaverine Bunduck	34
Sister Tess Ward	33
Millie Lantjin	31
Martina Mullumbuk	31
Desmond Longmair	25
Dominica Lantjin	24
Miriam Nemarluk	21
Marilyn Longmair	19
Harry Bunduck	15



L to R: Recipients of Recognition of Service to Catholic Education – Martina Mullumbuk, Rosaria Tipiloura, Greg O’Mullane (Director of Catholic Education), Dominica Lantjin, Xaverine Bunduck and Catherine Mead rsj (Leader of Catholic Identity and Mission)

Director of Catholic Education in the Northern Territory

In December many staff from the Catholic Education sector gathered to celebrate the significant contribution that Greg O’Mullane, Director of Catholic Education Northern Territory had made to leading teams to improve education for young people in Catholic Schools throughout his years of service. It was an honour to represent our college and be with Greg and his family to acknowledge his service and him as a passionate educator, committed to equity and excellence, particularly in the light of his retirement at the end of the year.



Attendance

School Profile August Validation Report NT Government

Year Range	T-12
Total enrolments	388 (426 including Preschool, 492 including FaFT)
Indigenous Students	375 (405 including Preschool, 471 including FaFT)
Non-Indigenous Students	13 (21 if including Preschool)
Location	Wadeye
Student attendance rate	27% for the whole year (28% if including Preschool)
Students with disabilities	118

Attendance by Year Level and Gender – including Pre-school

	Pre	T	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
F	13	10	20	15	20	22	17	23	24	22	3	9	10	2	210
M	25	7	15	14	26	28	21	21	21	13	11	9	5	0	216
Total	38	17	35	29	46	50	38	44	45	35	14	18	15	2	426

Attendance rates over the years have continued to drop.

OLSHT Wadeye Attendance Comparison 2018 -2022

	2019	2020	2021	2022
Average active roll	547	585	507	402
Highest active roll	633 (collection one, February)	681 (collection two, March)	700 (Collection 1, February)	474 (Collection 7, November)
Lowest active roll	437 (collection eight, November)	497 (collection, six, September)	395 (collection 6, September)	346 (Collections 3 and 4, April – June)
Percentage roll	40%	33%	38%	29.6%
Highest percentage roll	48% (Collection, one February)	48.3 % (Collection one, February)	46% (Collection 2, March)	39.2% (Collection 2, February)
Lowest percentage roll	29.6 % (collection seven, October)	23.8% (Collection five August)	25.2% (Collection 5, August)	17.9% (Collection 3, May)

Number of High Attenders 2018 – 2022

	80%+ Term 1	Term 2	Term 3	Term 4	All year
2018	114	66	61	89	59
2019	95	51	51	52	47
2020	96	39	33	45	29+
2021	105	62	34	81	46
2022	38	26	37	38	35

Attendance Strategies

A teacher was allocated fulltime to steer improvement in attendance and community relationships. The School Leadership staff met weekly with staff from the Remote Schools Attendance Scheme (RSAS) and Northern Territory Government SEAM staff to discuss and improve school attendance.

The school operated a bus service to pick up students to complement the RSAS service. 2021 and 2022 saw the lowest school attendance in Wadeye for many years. This was both in percentage of attendance and the number of students attending at rates over 80%. Both years were affected by sustained community unrest and large amounts of alcohol in the community. In the middle of the year Wadeye experienced a sustained period of community fighting. A great deal of this fighting occurred at night and in the early hours of the morning with lack of sleep again leading to low attendance. Families reported that children and staff were too frightened to attend school.

Despite Covid-19 and unrest in the community which resulted in very tired children, a dedicated fulltime staff member continued to focus on getting students to school. Bus pickups and drop offs are crucial for school. Positive relationships between drivers and students build trust and attendance.

The remote schools' attendance Scheme (RSAS) continued to support the college with the involvement of *Yellow Shirts*, a group of local people who drive buses to pick up students and encourage them to come to school. We also had the support of Northern Territory Department of Education Engagement Officer who worked with the RSAS Team and school. Attendance meetings continued throughout the year to discuss and action ways of getting the students to school. These monthly meetings allowed the use of data to coordinate strategies for more effective implementation.

Attendance officers used several methods to collect student attendance data over the last 5 years. This data was used in different areas of the school in three tiers: individual, family and schoolwide. Attendance meetings allowed the use of data to coordinate strategies for more effective implementation.

Trends were identified to inform areas of town to target for support. Modules Leaders monitored the attendance of students and provided advice to identify factors influencing attendance. Attendance data was cross referenced with assessments as a way of determining potential needs for extra intervention.

Visual representations of attendance data were captured for staff discussion, e.g Circle Data. These displays were used to talk with students about attendance goals in a simple and powerful manner. Students could view their attendance progress term by term. A week-by-week breakdown quickly showed students individual trends and allowed staff to set and monitor achievement on goals. During Professional Learning Community (PLC) meetings teaching teams were able to update strategies and determine the effectiveness of current strategies.

Student Number	T4 Week 1	T4 Week 2	T4 Week 3	T4 Week 4	T4 Week 5
	Pass	50%	20%	0%	0%
	0%	40%	0%	0%	0%
	Pass	Pass	Pass	20%	0%
	75%	60%	0%	0%	20%
	100%	80%	100%	80%	100%
	25%	100%	80%	80%	100%
	100%	40%	60%	80%	100%
	0%	0%	0%	0%	Pass
	0%	0%	0%	0%	Pass
	75%	100%	80%	80%	100%
	100%	100%	100%	80%	100%
	50%	40%	100%	80%	100%
	25%	40%	0%	40%	20%
	50%	20%	0%	20%	20%
	0%	0%	40%	20%	0%
	0%	20%	0%	20%	80%
	25%	80%	20%	0%	0%

NAPLAN Results

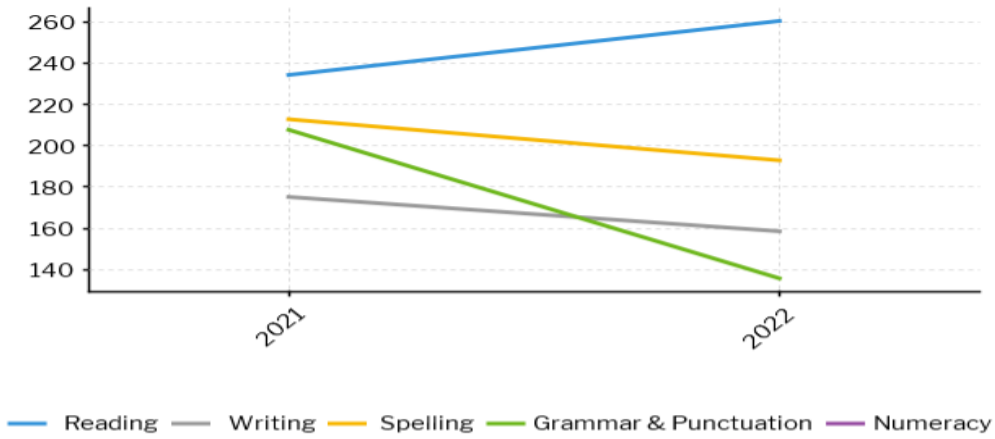
As attendance was significantly affected by Covid-19 and unrest in the community, fewer students sat the NAPLAN tests this year than in previous years. Our Year 9 students did not participate in NAPLAN this year and none of our students participated in NAPLAN numeracy testing. The students who did undertake the testing should be congratulated for trying their best and the sentiment expressed by the previous principal, Dr. John Young, remains relevant this year.

- Students continue to find the testing difficult and possibly distressing as it is not in their first language.
- Being a bi-lingual school using the Step Model which introduces English in its written form in Year 3 presents a further challenge for the students.
- Some students avoid attending school because of NAPLAN.
- the small number of student participation skews the overall results.

Regardless, the school is earnest in its collection of data to help gauge student progress and inform best teaching practice. Attendance data, data collected for assessment using the InitialLit Program and data collected using the Safety Net testing are all viable and valuable as tools and our goal remains to increase the number of students achieving at or above National Standards.

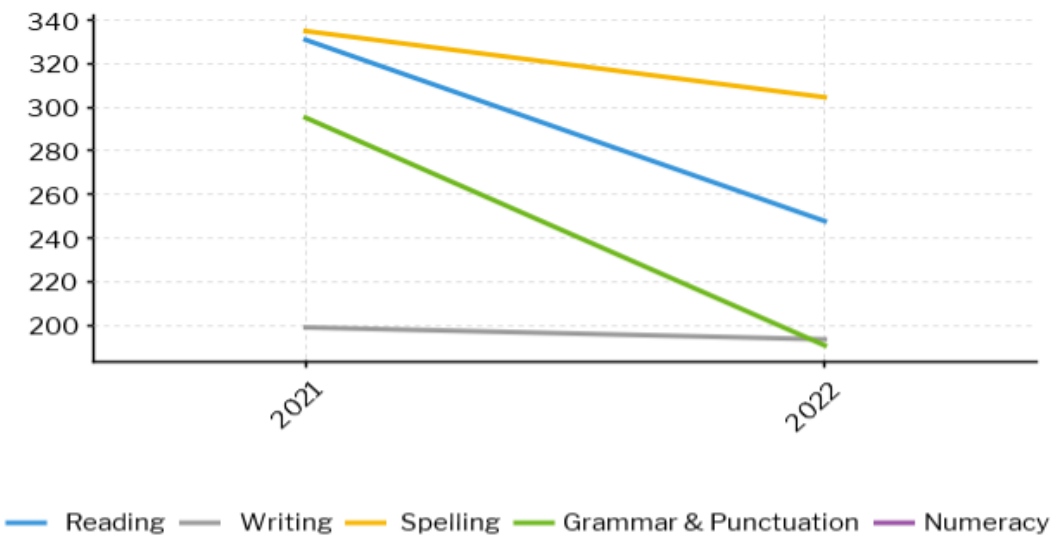
NAPLAN Time Series Domains Analysis (Online)

Year 3



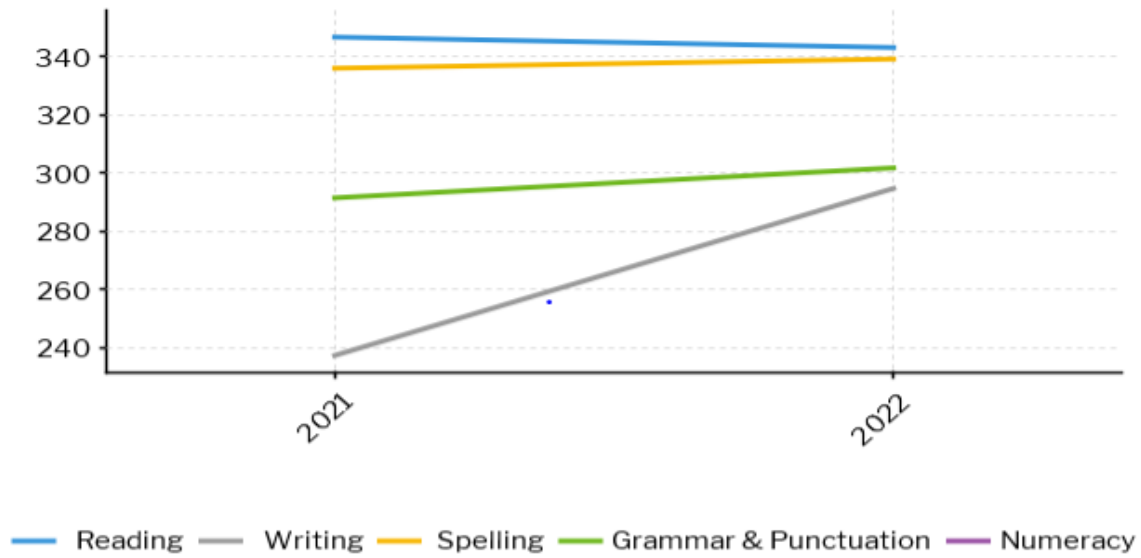
NAPLAN Time Series Domains Analysis (Online)

Year 5



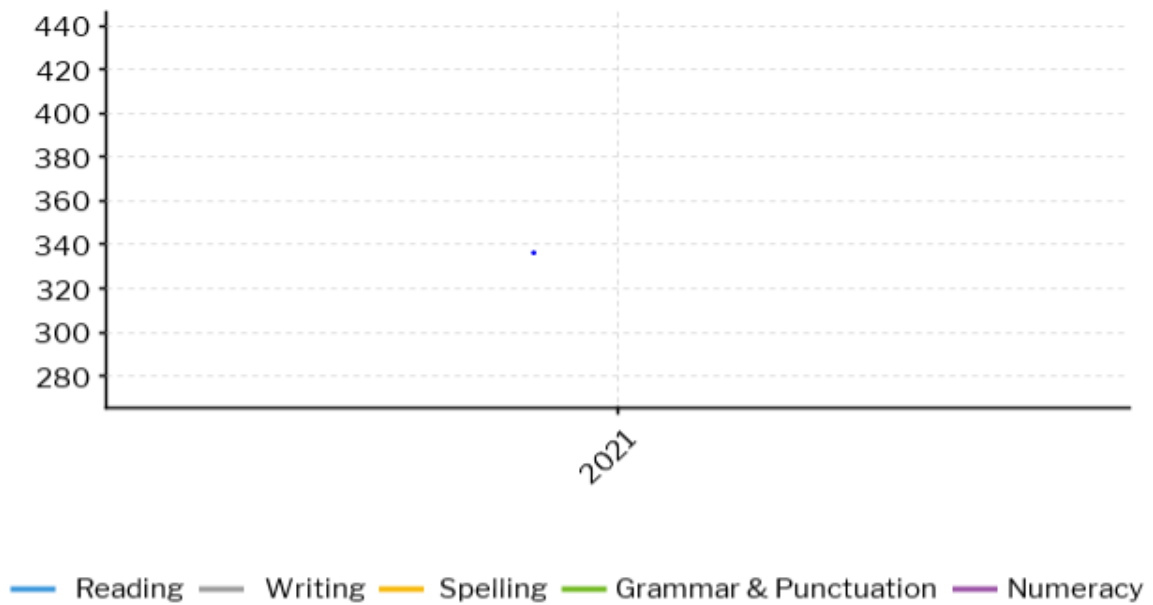
NAPLAN Time Series Domains Analysis (Online)

Year 7



NAPLAN Time Series Domains Analysis (Online)

Year 9



Literacy

Several methods of assessments are used by the school in Literacy to monitor student progress. Due to the bi-lingual structure of the school, the English assessments were different in different areas of the school. Early Years focus on oral English with reading and writing being introduced in Year 3. Murrinhpatha had assessments for reading, writing, speaking and listening. The Heggerty program was investigated.

Numeracy

The school uses several methods of assessment to collect data in Numeracy. Safety Net (a school created assessment), MAI and PAT are school-wide and completed each year. Safety Nets use the National Numeracy Learning Progression (NNLP) to assess student competencies with greater specificity than outlined in the Australian Curriculum. These assessments, along with scope and sequences provide teachers with precise data and pathways for student learning goals. These are a reasonably new assessment, being used predominantly in the Early Years currently to great effect.

Concepts to 20 Safety Net	Term 2 results	Term 4 results	Growth	Number and Place Value 3						
				Numeral recognition and identification					Developing place value	
				Identifies and names numerals to 10	Identifies and names numerals to 20	Identifies the 1-9 repeating sequence in the writing of teen numerals	Identifies a whole quantity as the result of recognising smaller quantities up to 10	Identifies a whole quantity as the result of recognising smaller quantities up to 20	Orders numbers 1-20	Reads, writes models and describes numbers as some more
Name				Q3b	Q3b	3a	Q1b, Q2a	Q1b, Q2a	Q3a	Q1b
Term 4 Results				80%	70%	40%	70%	30%	60%	30
	50%	95%	45%	●	●	●	●	●	●	●
	40%	91%	51%	●	●	●	●	●	●	●
		64%		●	●	●	●	●	●	●
		45%		●	●	●	●	●	●	●
	0%	0%	0%	●	●	●	●	●	●	●
Term 2 Results				60%	0%	0%	40%	0%	35%	55
Term 4 Results				80%	70%	40%	70%	30%	60%	30
Growth				20%	70%	40%	30%	30%	25%	25

This assessment has allowed for greater targeting in teaching focuses and less reliance on the individual interpretation of curriculum content descriptors such as *Compare, order and make correspondences between collections, initially to 20, and explain reasoning* where there is a lack of specificity.

The alignment of the assessments with the scope and sequence gives teachers the ability to directly assess what they are teaching, instead of roundabout ways that need interpretation, such as the MAI (Mathematics Assessment Interview), a great assessment when used to its full

capability, but a steep learning curve for those unfamiliar with it, and in an environment with relatively high staff turnover, a less effective assessment.

Term 1					
Introduce					
Strand	Sub Strand	Area	Content Descriptor	NNP	Assessment
Number and Algebra	Patterns and Algebra	Sorting	- Sort and classify based on a single attribute (ACMNA005 - Scootle)	NPA1 - identify same and different in comparisons IRD1 - sort and classify shapes and objects into groups based on their features or characteristics and describes how they have been sorted	Observation/ photograph of sorted concrete material , anecdotal records, sorting games, conversations, artworks, checklists
		Patterns	- Copy, continue and create patterns AB AB AB (ACMNA005 - Scootle)	NPA1 - copy simple patterns using shapes and objects NPA2 - continue patterns with shapes or objects - determine the missing element within a pattern involving shapes or objects	Drawings, observations, photographs of concrete representations , anecdotal records, student locating patterns in environment, games, artwork/artefacts like string of beads
Number and Algebra	Number and Place Value	Number Knowledge	- Establish understanding of the language and processes of counting sequences to 3 (ACMNA001 - Scootle) (ACMNA289 - Scootle) - Subitise small collections of objects (ACMNA003 - Scootle)	NPV1 - compare two collections and states which one has more, and which has less - instantly recognise collections to 3 without counting CPr1 - substitute small collections of objects, typically up to three items - identify number words when reciting counting rhymes or when asked to count CPr2 - conceptually subitise a collection up to 3 - count a small number of items typically less than 4 CPr3 - match the count to objects, using one-to-one correspondence - determine that the last number said in a count names the quantity or total of that collection CPr4 - interpret the count independently of the type of objects being counted - count a collection, keeping track of items that have been counted and those that haven't been counted yet to ensure they are only counted exactly once NPA1 - identify numbers in standard patterns without counting each item	Assessment for common misunderstandings 1.1 - Subitising tool First Steps Diagnostic Tasks - the more game pg. 43 Get me... Board games Card games
			Shape	- Sort, describe and name familiar two-dimensional shapes (ACMMG009 - Scootle)	UGP1 - locate and describe familiar shapes and objects in the environment - use everyday language to describe shapes - name familiar shapes in the environment

Schoolwide data was still collected using MAI while Safety Net was rolled out as a consistent measure for teaching practices with a reliable comparison against years past. Diagram 6 shows OLSHT Primary schoolwide data from the MAI. The addition of row 4 was the result of working with Dr Selena Fisk to give greater insight into schoolwide achievement.

Place Value	0. Not Apparent	1. Reading 1 digit numbers	1. Writing 1 digit numbers	1. Ordering 1 digit numbers	1. Interpreting 1 digit numbers	2. Reading 2 digit numbers	2. Writing 2 digit numbers	2. Ordering 2 digit numbers	2. Bundling 2 digit numbers	2. Finding total when minus 2 bundle.	2. Interpreting 2 digit number line	3. Reading 2 digit numbers
Name	F	F	F	F	F	2	2	2	2	2	2	2
	100%	74%	86%	79%	76%	36%	41%	48%	42%	36%	10%	5%
	2	2	2	2	2	2	2	2	2	2	2	2
	2	2	2	2	2	2	2	2	2	2	2	2
	2	2	2	2	2	2	2	2	2	2	2	2
	2	2	2	2	2	2	2	2	2	2	2	2
	2	2	2	2	2	2	2	2	2	2	2	0
	2	2	2	2	2	2	2	2	2	2	2	0
	2	2	2	2	2	2	2	2	2	2	2	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
	2	2	2	2	2	2	2	2	2	2	0	0
All T4 PV (2021)	All T1 PV (2021)	All T4 Counting (2021)	T4 Yr 34 PV (2021)	T4 Yr 34 Counting (2021)	T4 Yr 56 PV (2021)	T4 Yr 56 Counting ...						

Student Name	Class	field for students being assessed (leave blank if student is not assessed)	Letter-sound kn Say the sounds	Reading regula	Reading senter	Reading tricky v	Writing - sounds	Writing - words	Total (42)	Total (%)	Comments
Averages			3.0	2.4	4.9	7.4	3.0	0.7	21.4	51.1%	
	4A	17-Mar-22	2	0	2	3	2	0	9	21%	
	4A	17-Mar-22	4	2	4	9	4	0	23	55%	
	4A	14-Mar-22	4	5	6	7	3	0	25	60%	mixing up 'a' and 'e'
	4A	14-Mar-22	4	5	8	8	3	2	30	71%	mixing up 'a' and 'e'
	4A	13-Mar-22	4	6	10	13	3	2	38	90%	mixing up 'a' and 'e'
	3 4	17-Mar-22	3	0	3	11	3	1	21	50%	Knows sounds but t
	4A	28-Mar-22	4	2	5	10	4	0	25	60%	
	4A	29-Mar-22	0	0	1	0	2	0	3	7%	
	3 4	30-Mar-22	3	4	7	6	4	0	24	57%	
	3A	30-Mar-22	4	5	9	8	3	2	31	74%	

This assessment data, along with recommendations from the program, dictate the progression of lessons taught as well as the groupings of students.

Data Literacy Project

The Data Literacy Project at OLSHT began with the improving of data collected in assessments to show not only attainment but also growth. Throughout this document there have been references to the work done with Dr. Fisk. There has been greater specificity put into the assessment calendar and the addition of explicit uses for the data to ensure accountability. This calendar will roll out in 2023 and be under review each year in term 4.

Numeracy and Literacy Assessments Calendar Planning

Assessment	Students	Staff group	Purpose	Frequency	Analysis required	Actions taken	Who collates	Communication strategy
MultiLit Progress Monitoring	3-6 MultiLit Foundation group	3-6 Multi-lit Foundation teachers	To assess comprehension of a letter set.	Every 12 lessons	Identify trends and areas of focus (individual, small groups, target groups, and whole class).	Adjust teaching where necessary during the year. Use analysis to inform practice/ shape pedagogical decisions.	Reading teacher	Share with families and/or students where relevant
MultiLit Cumulative Review								
PM Benchmark	Students in Years. 3-6 from PM Level 4 and above 60%+ attendance	Reading teacher	To determine students' current reading levels and gaps in achievement	Term 1,2,3,4 by Week 5	Identify trends and areas of focus (individual, small groups, target groups, and whole class).	Adjust teaching where necessary during the year. Use analysis to inform practice/ shape pedagogical decisions.	Reading teacher (the teacher who writes their report)	
Marie Clay Concepts about Print	Students in Years. 3-6 from PM Level 4 and above 60%+	Students in 3-6 PM Level 3 and below	To determine students' current reading levels and gaps in achievement	Term 2 and 4, week 5	Identify trends and areas of focus (individual, small groups, target groups, and whole class).	Adjust teaching where necessary during the year. Use analysis to inform practice/ shape pedagogical decisions.	Teacher familiar with the admin of the test. Refer to video	

MultiLit- InitialLit

InitialLit is in its third year of use in Years 3-6. "InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers." The program is a product of the company MultiLit

(making up for lost time in literacy) and teachers undergo training to use the program. The program is supported by assessments that are used to inform progress. The school is keeping data to use as evidence of success.

Financial Input

School Nutrition Program

The School Nutrition Program provides breakfast, 'cuppa' and a cooked lunch to all students. At the end of the day students also receive a sausage in bread before they walk home or jump on the bus. The meals are prepared on site in the school kitchen. They are nutritionally balanced and the menu varies throughout the weeks. Advice about the menu and nutritional value is provided by Catholic Education Office staff to ensure that the quality and quantity of the food provided is in keeping with the needs of growing children.

Creating Real Jobs

The school is eager to provide students with skills for life and keen to create learning opportunities that can lead to employment. We are delighted to have two very experienced people who have committed to join our staff next year as the Manager of the Trade Training Centre and the Registered Training Organisation Manager and VET Coordinator. Meetings have been held with various agencies in Wadeye and Darwin to discuss future collaborations.

School Improvement and Renewal Framework (SIRF)

In August, the school underwent the SIRF Meeting with a six-member panel from the Catholic Education Office to review school progress, analyse school data and discuss the school's achievements and challenges over 1-2 years. Catholic Identity, Teaching and Learning and Finances were focus areas. The agenda focused on progress towards implementing the school's Annual School Improvement Plan (ASIP) including progress towards achievement of specific targets from the School Strategic Plan.

The team identified commendations including:

- strong connection with the parish community.
- prayerfulness and spirituality of the Catholic Aboriginal Leadership Team (CALT) women and the teaching staff.
- celebrations of the Sacraments as community events and deeply grounded in culture.
- integration of faith with Aboriginal spirituality and culture.
- outreach of the non-local staff to the community in difficult circumstances which has been enacted with sensitivity and compassion.
- social workers and the nurse actively engaging with students and families reflecting a strong emphasis on wellbeing of students.
- an inclusion space enabling students to feel safe, cared for and supported to spend time regulating before entering class.
- the education and professional learning in trauma informed practice shared with the wider community is a very good initiative in empowering the community.
- success achieved with the Families as First Teachers Program.
- commitment to two-way education and continuous development and implementation of bi-lingual education.
- the ongoing commitment to Instructional Coaching.
- incorporating Cert 11 in applied languages in the program for Year 12 completion – confirming the value of local language and culture.
- inclusion of Northern Territory Indigenous Languages and Cultures (ILC) in the professional development of local and non-local staff.
- the documentation, variety and considerable resources that have been developed to support Teaching and Learning, Community and Culture in relation to Murrinhpatha.
- incorporation of pathways for students including VET courses and the connections with local community initiatives such as senior girls working with rangers in recycling.
- running intensives to support students in Year 12.
- plans for development of Trade Training Centre.
- secondary classes that are well set up, with visual learning cues within the room and learning on display.
- proactive response to continuity of education by creating safe spaces and trust including establishment of the homeland school to support students, promote attendance and keep teachers engaged and connected to students and families.
- workforce development and ongoing efforts in building the capacity of local teachers including functional literacy course for Assistant Teachers.
- developing resources in language for the 3 key language group in the community.

- initiating surveys for Catholic Ethos, Finance & Teaching & Learning.
- the significant and ongoing support provided for staff particularly during Covid and unrest (staff working overtime and out of work responsibilities); reflective of the school's authentic commitment to being a Christ centred community.
- working to build a new leadership team and responding positively to turnover of leadership and extreme local difficulties.
- gracious atmosphere that lends itself to creating an environment where people feel valued, safe and supported.
- Aboriginal Workforce Development Plan for local staff Professional Development is visible, well planned and offers sustainability within the context of the turnover of non-local teachers.
- commitment to formation of non-local staff through Leadership Programs and Network meetings.
- ongoing commitment to formation of CALT team participation in CMT and theology at Nungalinga.

Some recommendations included –

- a non-local Religious Education Coordinator be appointed in the Primary school to support the leadership team in formation of non-local teachers in supporting the faith formation of students.
- a review of senior secondary Religious Education to ensure that students graduating from the school on completion of Year 12 have engaged in Religious Education learning.
- engage with Catholic Education Office to support all teachers and Assistant Teachers with implementing practical strategies in developing classroom readiness and trauma support.
- capture video footage of quality and effective practice in the area of positive behaviour and trauma informed approaches to support consistency in practice and induction processes for new staff
- utilizing feedback from previous reviews to develop the new SIP and AIP through consultation with staff.
- focus on successes and challenges to inform forward planning.
- be strategic in forward planning to organise Catholic Education Office school support visits and planning meetings.
- develop a clear statement relating to the school's approach to bilingual education and its impact on NAPLAN testing.
- develop a whole school scope and sequence across key learning areas incorporating culture, real life learning and activities.
- connect with CEO to support cultural responsiveness in planning and assessment (especially for secondary i.e., building integrated curriculum though or with Aboriginal perspectives, history and culture).
- consider class and teaching/pedagogy design for secondary in response to drop off between grades 6 to 7.
- incorporate activities i.e., the nursery into units of work from year 7-12.
- use flexibility of SACE subjects to build engagement and cross curricula units.

- continue prioritising bilingual model i.e. how can the school incorporate key learning areas achievement standards in Australian Curriculum through Murrinhpatha.
- continue efforts to build AT capacity in secondary through workforce development.
- use adaptive PAT assessments to gain useful data to set goals and identify targets for intervention.
- build whole school view and use of data to inform growth and promote effective pedagogy (i.e., differentiation).

Families as First Teachers

Over the year, 66 children have been enrolled in the FaFT Program. The FaFT Team has had an enormous year in terms of change and challenge, but they remained positive, fostered a calm and welcoming environment and achieved significant goals. They maintained a focus on relationships, the most important thread of our whole-school approach. Their achievements were fortified by developing trust, always with a compassionate outlook. The team welcomed self-development and embraced staff training and improvement. They set out to strengthen connections with health agencies within the community and Darwin.

The team helped parents and students learn about self-regulation, they focused on literacy, numeracy and transition to Pre-school. Figures show that children who begin their connection with the school in FaFT have a better chance of maintaining their future commitment to school through good attendance. The team was nominated and short listed for the Northern Territory Early Childhood Education and Care Award for Outstanding Program.



Lisa Boyd (Head of Early Years Education), Anthea Tipilouria, Jacinta Alliong holding Lisa’s newborn son and Ashleigh Holt, the FaFT Coordinator. Rosa Tipilouria (absent)

Year 12 Graduation

Eighteen students were in the Year 12 class at the beginning of the year, but when Covid-19 and unrest occurred the number dwindled to six. Of the six students, McKayla Simon, graduated at the end of the year. The good thing about learning is that it is life-long and there will be opportunity of the rest of the class to resume studies in 2023. We look forward to their return.

Mikayla achieved two VET qualifications – Certificate 1 in Bakery from Charles Darwin University and Certificate 11 in Applied Languages (Murrinhpatha) from Ripponlea Institute. McKayla also received a prize for Outstanding Achievement in Child Studies.



L to R: Rebecca Young (Senior Academic Class Teacher), McKayla Simon and Helen Higgins (Deputy Principal)

Students awarded NTCETs	1
Students who completed senior secondary school	1
Number of VET qualifications	2
Number who undertook school-based apprenticeships	0

Post-school Destinations

University	0
TAFE or other vocational study	0
Unknown	0
Employment	1 student offered employment

Workplace Placements

Six students took part in Work Experience opportunities and three students were offered employment at the Creche. Ten students worked with the Rangers at the Nursery throughout the year.

Kardu Darrikardu Numida Hostel

Enrolment at the hostel was low for 2022 with only four students taking up the opportunity to stay there during the week. Students preferred to be with families due to unrest in the community. The future of the hostel is currently under review. There has been community consultation, and we look forward to the reinvention of this substantial facility.

Army Cadets

Unfortunately, despite meetings with the program manager, the Cadet Program for 2022 did not get off the ground. The program requires school staff to run the activities and staff shortages have prevented this. We look forward to a time when this is not the case and keep the program in mind for the future.

Pastoral Care, Health and Wellbeing

Our Inclusion Team worked to promote student health and wellbeing to enable student learning and to support teachers. The team (teacher manager, teachers, student officers, assistant teachers, two social workers and a nurse) worked closely with health agencies in Wadeye and Darwin to identify student needs, treat students and organise further support. They supported all students with special needs whether imputed or diagnosed. Staff also provided education to help students care for themselves to prevent health issues. Data was collected to gauge the success of this education. More than 50 students presented with rheumatic heart issues and over 80 students have hearing issues. The team engaged with parents and the community.

The Inclusion Team and the school leadership continued to work closely with Territory Families, the Wadeye Clinic, Save the Children, Catholic Care, Remote School Attendance Strategy, NT Government Attendance and Da Ngmalmin staff to address pastoral care, health and welfare needs of our students and their families. They provided staff with ongoing professional learning e.g., Trauma Informed Practice, which was also offered to other members and agencies in the community after school.

Culture

The school continued to incorporate Aboriginal Culture into the curriculum. Covid-19 put a halt to many excursions and trips, but school staff drove out to Fossil Head and Kurdarntiga on a regular basis to deliver education to children who had moved away from Wadeye due to the Dry Season and to escape from unrest.

Staff in the Literature Production Centre made regular visits to help resource teachers living out bush. The LPC staff also created posters for the community to provide positive information in response to Covid-19 and unrest.

Sister Tess Ward and Francella Bunduck (both from the LPC) completed the translation of the Murrinpatha Bible, which was started by Chester Street. The LPC printed many new books for the Murrinpatha Literacy Program and the Religious Education Program. They also printed books in other languages to support the Culture Program. FaFT was supported by the LPC with books to support parents reading to children. They have been without a LPC Supervisor since May, so the team worked overtime to provide these resources. Culture days continued in the latter half of the year which brought back a sense of normality and a lot of joy to the school.



Summary

2022 was a hard year for most people in Wadeye with Covid-19 eventually reaching the community in February. The virus brought about home quarantines, overcrowding of homes, restricted travel in and out of Wadeye, economic hardship and constant covid testing and reporting. Despite the enormous and consistent team effort of the various support agencies in Wadeye, it was a tough time for families, especially children.

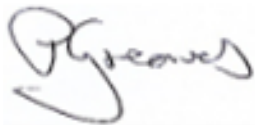
Unrest in the community resulted in the death of a school parent and it was hard for students and staff to come to school and feel happy or safe. Many families left Wadeye and took refuge in Homelands or the bush. The school responded as best as it could and stayed open and supported education at Fossil Head and Kurdarntiga. This was made even more difficult by inability to attract teaching staff. Despite the deep sadness and challenges, the school aimed to maintain neutrality.

In April, we received confirmation from Minister Michael Gunner, of the Northern Territory Government's commitment to provide \$3 million to the West Daly Regional Council, to replace the Wadeye Swimming Pool. The pool is to be constructed in 2023. The Wadeye Music and Sport Weekend in November gave families a chance to enjoy football, run races, dance, listen to good music, and share food.

Considerable maintenance work was achieved at school throughout the year, and we also look forward to wonderful learning opportunities for students in 2023 with the reopening of the Trade Training Centre and the delivery of new courses. We look forward to the new year with hope and a positive outlook.

Jacqueline Conboy

Jacqueline Conboy
Principal
15.5.23



Mr. Paul Greaves
Director Catholic Education Office
5.5.23