



Murrupurtiyanuwu Catholic Primary School
and
Xavier Catholic College, Wurrumiyanga
School Annual Report
2016





Murrupurtiyanuwu Catholic Primary School (MCPS)

Street Address: Kerinaiua Highway, Wurrumiyanga, Bathurst Island NT 0822
Postal Address: PO Box 45, Wurrumiyanga Post Office, Bathurst Island NT 0822
Phone: 08 8978 3986
Email: admin.mcs@nt.catholic.edu.au

Xavier Catholic College Wurrumiyanga (XCC)

Street Address: Kerinaiua Highway, Wurrumiyanga, Bathurst Island NT 0822
Postal Address: PMB 139, Winnellie, NT 0822
Phone: 08 8978 3970
Email: admin.xcec@nt.catholic.edu.au





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School Context and Profile

Murrupurtiyanuwu Catholic Primary School (MCPS) and Xavier Catholic College (XCC) are located in the growth town of Wurrumiyanga on Bathurst Island, 80 kilometres north of Darwin. MCPS and XCC together form the Catholic Education Precinct and provide a Quality Catholic Tiwi Education for students from Pre-School to Year Thirteen.

Wurrumiyanga (formerly Nguiu) means 'land of the giant cycads' and is traditionally owned by the Tiwi people. In 1911 Bishop Gsell started a Catholic Mission and in 1912 MCPS (formerly St Therese's Catholic School) was established. XCCW followed in 1932.

An excerpt from the Northern Territory Government's website provides a summary of the demographic:

The population of Wurrumiyanga and its surrounds in 2006 was approximately 1,543, of which 1,463 were Indigenous (95%). The largest numbers of people were aged between 20 and 44 years. Over a third of all people were under 20 years old. There is significant short term mobility, with people moving to and from Indigenous communities associated with Wurrumiyanga, as well as to Darwin. The Indigenous population is projected to increase by 39%, from 1,463 in 2006 to 2,031 in 2026. The greatest proportional increase is expected in the post working age group (65 and over) from 31 people in 2006 to 97 in 2026, a growth of 212%.¹

Murrupurtiyanuwu Catholic Primary School (MCPS)

MCPS offers coeducation for students from Pre-School to Year Six. Our vision is to provide a Quality Catholic Tiwi Education for the students in our care.

Our school is grouped into three areas: Pre-School, Early Childhood (Transition – Year Three) and Primary (Year Four – Year Six). Students study Religious Education, English, Mathematics, Indigenous Language and Culture (Tiwi), Information Technology, Health and Physical Education, and Integrated Learning (an integration of the other learning areas).

Xavier Catholic College Wurrumiyanga (XCC)

Originally established as a boys' school, XCC now offers coeducation for students from Year Seven to Year Thirteen. Our vision is to provide a Quality Catholic Tiwi Education for the students in our care.

Middle School students (Year Seven to Year Nine) study Religious Education, Australian Curriculum English, Australian Curriculum Mathematics, Science, History, Health and Physical Education, Creative Arts (Music and Art), and Design and Technology (Woodwork and Food Technology).

Senior School students (Year Ten to Year Thirteen) study both academic and vocational subjects to earn credits towards obtaining the Northern Territory Certificate of Education and Training (NTCET).

¹ Source: http://www.drda.nt.gov.au/regional_services/major_remote_towns/wurrumiyanga/profile [accessed 25 March 2013]



Vision and Mission

MCPS and XCC aims to provide a Quality Catholic Tiwi Education for the students in our care.

Our Values

Strong in Faith

Strong in Culture

Strong in Learning





Principal's Message – MCPS

(Due to Daniel Graves and his family moving to Perth, W.A. in Week 6 of Term 4 there is no Principal's Message).

Principal's Message -XCC

Awi,

What a wonderful year of opportunity we had at Xavier in 2016. From first time sporting events such as the Michael Long Leadership and Learning camps, the launch of our tube clip "It's All Love" (IHHP), to the Cathy Freeman Foundation Horizons camps and Smith Family opportunities, we had an exciting year of learning.

The major highlight of our year, however, was the end of year assembly and the graduation of our five Year 12 NTCET students. We also acknowledged high attendance, behaviour and achievement of students across all grades and a large number of these students received Cathy Freeman Awards. As mentioned to the assembled group, students don't just graduate high school without strong beginnings. Just like the buildings being built in Forestry, whose foundations are being prepared now, our Year 12 students have had strong foundations within family, school and community and these foundations are reflected in our school motto; to educate students who are Strong in Faith, Strong in Culture and Strong in Learning. Thank you to the parents and community members who make sure these principles are also a priority in their homes – "Education begins at Home"

In closing the year, I wish to thank the Xavier Leadership Team (Ben McCasker and Tahnee Gale) for their support and friendship throughout the year and I wish Ben all the best for his Study Leave in Semester One 2017. I also thank Shona Strong for her continued support and efficient management of our school. To all other staff, especially those leaving, thank you for your support and dedication to the learning of the students of Bathurst Island. You are part of the life of this school, may you continue to regard it as home.

Wishing everyone a safe and Holy Christmas.

Tess Fong (Principal - XCC)



Deputy Principals' Report

Murrupurtiyanuwu Catholic Primary School

The development of strong foundations has been the focus throughout 2016.

In supporting the 2016-2020 Strategic Plan and the fine tuning of policy and procedure, the day to day operation of MCPS has become smooth and transparent.

The development of strong relationships and wellbeing strategies with all participants has allowed honesty, truth, a listening ear, a shared decision making process and an open door policy which has resulted in strong collegiality across and within cultures.

The key role of discipline within the school has seen a consistent and fair approach where the individual need of students and their families are strongly considered through a more flexible approach. This has resulted in a decrease in family support programs and classroom discipline that continues to grow in strength.

The area of Work, Health and Safety continues to reach grow and develop where outside agencies are providing upgrades and repairs that allow for efficient and regular reporting.

The consolidation of the above areas has allowed for clarity and efficiency. With the change in staff for 2017 this ensures continuity of programs where policy and procedure grows from strength to strength.

Neil Druce (Deputy Principal – MCPS)



Xavier Catholic College Wurrumiyanga

There were many highlights at the college during 2016. These included School Camps, Carnivals, Culture Days and other community events. This year was the fourth consecutive year in which students from the college graduated from Year 12. A total of 14 NTCET completers have now been achieved at the college.

Thank you to all of the XCC staff for their dedication, allowing us to achieve our vision of a Quality Catholic Tiwi Education. I would also like to make special acknowledgment to the hard work and commitment of the teachers who are moving on in 2017. I wish May-Jen Tan, Sam Dyke, Tyson Colmer, Sarita Richards, James Wearne and Simone Donoghue the best of luck and success for their future endeavours.

During Semester One of 2017 I will absent from the college. During this time I will be undertaking study. In my absence, Tahnee Gale will fill the Deputy Principal position until I return after the mid-year break. I wish the college the best of luck and I look forward to returning in July of 2017.

Have a Merry Christmas and a Happy New Year.

God Bless,

Benjamin McCasker (Deputy Principal - XCC)





Religious Education Coordinators' Reports

Murrupurtiyanuwu Catholic Primary School

Jane French (REC – MCPS)

At MCPS we pride ourselves on being strong in faith and strong in culture. We place our Tiwi Catholic faith at the centre of what we do and have seen many opportunities throughout 2016 for both staff and student faith development and nourishment. Alongside faith development, MCPS has a big focus on the Religious Education curriculum and implementing it successfully into all classrooms.

This year we have continued to work alongside the Catholic Education Office to successfully implement the RE Units for ICCS schools. We had opportunities to reflect and further develop these units, enabling the units to be as relevant and effective for each class. Time was spent discussing, understanding and exploring content before units were taught to further empower teachers when delivering the units. We have continued to effectively integrate the Tiwi Culture and the Catholic Faith.

During the Lenten season we saw classes join together to partake in Lenten Projects. Classes visited the old people's home, cleaned up the community and the church, made gifts for other people and worked together to do nice things for each other. Our focus was to give and aid others in our community.

This led into one of our most sacred events of the year – the Stations of the Cross. The students performed the Stations, integrating their Tiwi culture to present a respectful, reverent and holy performance. It was a large community event and all classes were involved in the play. The singing was led by the Strong Women in the community. The celebration of Christ's resurrection saw the elders, teachers and students dancing in a traditional, Tiwi way.

The Sacramental celebrations were also very joyous and special occasions in 2016. A number of students celebrated their Baptism and were welcomed into the Catholic family. Year 4 celebrated their Reconciliation and First Holy Communion and Year 6 celebrated their Confirmation. These events were large community events and milestones in the faith journey and development of our children.

Prayer is an important part of every day. The school community pray together each morning in both English and Tiwi. We pray together at assemblies, staff meetings and briefings each week. All classes celebrated Mass with Father Pat several times throughout the year. Father Pat and Sister Anne provided much spiritual support and guidance throughout the year. Father Pat led a spiritual staff retreat for Xavier and MCPS with a focus on Mercy. This retreat saw the integration of the Catholic faith and Tiwi culture. Staff were provided with opportunities for faith development, team building and traditional dancing and face painting. Sister Anne made weekly visits to each class to continue working on RE programs and build the spiritual development of students. Sister Anne helped students to prepare before making their sacraments. We are very thankful for all the support and guidance Sister Anne and Father Pat have brought to our students and teachers.

The staff participated in various RE professional learning opportunities throughout 2016. Many provided opportunities for us to unpack the teaching of RE and work together to develop resources and practical ideas for imbedding RE in each classroom.



MCPS celebrated many liturgies and masses throughout the year, sharing many of these cross campus with Xavier College. These special events provided opportunities for students to pray, sing, reflect and celebrate in a Tiwi Catholic way.

This year saw our sacred prayer garden being used for various occasions and celebrations. It was a space used for prayer, reflection, learning and masses by both students and teachers.

Our year ended with a Christmas Play. The story of the birth of Jesus was retold through words, acting, song and dance. All classes were involved and were part of the greater joyous occasion. The community joined us for this special event and the students put on a performance to remember.

It was a wonderful 2016 and am very much looking forward to 2017.

Xavier Catholic College Wurrumiyanga

This year has seen numerous opportunities for faith development among staff and students. Staff have participated in two Catholic Identity Days and a Staff Retreat, led by Fr Pat Mara. Students also participated in a Retreat led by a group of students from Nazareth College, Adelaide.

There have been three major highlights of 2016; Fr Rob Galea's visit, Break Away Youth Camp and World Youth Day. Fr Rob, in addition to being a Priest is also a musician and singer and we were fortunate enough to have him and Genevieve perform at Xavier and share with us some of their experiences. Then, during the Bush Holidays, several students attended the Break Away Youth Camp with the parish, organised by the Darwin Youth Office. Also in August I was fortunate to attend World Youth Day in Poland with a member of the parish and Fr Pat. This was an incredible experience.

2016 has also seen the building of student confidence in relation to participation in whole school prayer and liturgy. Prayer also became a stronger part of daily school life with prayers being said every morning in Homeroom or at Assembly and at all staff meetings. We have also celebrated Cross Campus Masses with MCPS. The students of both schools have enjoyed these.

Other activities during the year have been:

- ~ Cross Campus Opening Mass
- ~ Cross Campus Ash Wednesday Mass
- ~ Cross Campus Easter liturgy
- ~ Cross Campus Liturgy for All Souls Day
- ~ Junior School and Senior School (XCC) with Nazareth College, Adelaide
- ~ Liturgy for the Feast of St Francis Xavier
- ~ Cross Campus Staff Retreat
- ~ Cross Campus Advent/Christmas Mass

Belinda Pereira (REC - XCC)



Curriculum Coordinators' Reports

Murrupurtiyanuwu Catholic Primary School

At MCPS we have continued to implement the Australian Curriculum across the key subject areas.

At MCPS we are now showing some great results in the continuing with the same Literacy and Numeracy programs across the school. Accelerated Literacy has continued to be used in the middle and upper year levels while the lower classes have continued with the phonics program *Jolly Phonics*. Students have benefited from having this stability in lesson structure along with the common language used throughout the school.

The year 1/2 teachers have been involved in an action research project in which they were successful in introducing a whole school approach to numeracy- Numeracy Dedicated Time. 9 teachers across year 1-6 attended a Paul Swan mathematics professional development over 2 days and presented to the whole staff. This enhanced the teaching of numeracy right across the school.

Year 3 and 5 students participated in the National Assessment Program testing Literacy and Numeracy (NAPLAN) with encouraging results.

The Indigenous Language and Culture Program continued this year now using the national curriculum. Students are engaged in two 45 minutes lessons per week where they deepen their understanding of Tiwi culture. This program also involved bush excursions for all classes with trips to the museum to reinforce their culture. Students worked hard to prepare the fire, gather and cook foods. They enjoyed learning about Tiwi bush methods while on country. This year saw the start of the Outdoor Culture area. This will be a place that the whole community will enjoy especially the students when participating in lessons learning about the natural wonder.

Technology has continued to expand and improve across the whole school. Each classroom has access to a set of iPads with improved internet access.

At MCPS we use a range of assessment tools and strategies to monitor and assess student's understanding and development. We formally report to the caregivers at the end of each semester. PM Benchmarking continued to be used to evaluate the student's reading level. This year has seen the introduction of the Maths Interview Assessment tool from year 1. This gives teachers a great starting point when planning lessons around the students' ability and identifies the key areas for improvement. Teachers are now tracking the progress of students reading levels and are catering to the areas of need whilst reinforcing the learnt concepts.

Darren Taylor (MCPS Curriculum Coordinator)



Xavier Catholic College Wurrumiyanga

The curriculum of XCC has continued its ongoing development to improve the teaching and learning programs of the college to meet the changing needs and interests for our students. A great deal of focus has been directed to the development for year level appropriate curriculum and multiyear level planning of the Australian Curriculum. This includes 3 year cycles for HPE, Science, History, Geography, the Arts and technologies and an engagement focus for our Senior Life Skills class. In Semester Two the college trialled reporting with CES, while some glitches have presented during this process we are confident that these issues will be resolved for the next reporting period.

The addition of a Data Informed Practitioner (DIP) has increased the colleges' capacity to assist teachers in having a greater focus on gathering data and how to use it to inform teaching and learning. This has enabled for better planning for the future direction of each of our students and the college as a whole. Results from the 2016 NAPLAN data show significant growth in many areas which was particularly evident in the Year 9 cohort. These results showed that the Year 9 students achieved a more significant mean result for all four areas of Literacy testing than in the previous few years and Numeracy results were comparable to previous years. Information obtained allowed teachers, with support from the DIP to set specific goals for individual students and more general goals for year levels in both Literacy and Numeracy. Further tracking of students through other forms of assessment (MAI for Maths, PAT, PM and Probe for Literacy) guided the development and use of checklists to monitor individual students and their progress on a regular basis ensuring the catering of individual student needs. An example of this is the reading levels of our Year 7 cohort whose attendance has been over 70%, where there has been a growth of a minimum of 4 to anywhere up to 10 levels. These goals were incorporated into the students Personalised Learning Plans.

The college has successfully graduated our fourth group of Stage 2 students who have received their NTCET. These students completed Community Studies and Integrated Learning units which were tailored to their personal interests through the ongoing relationship between the college and the Northern Territory School of Distance Education (NTSDE). We also had our highest number of students complete their Stage 1 requirements for 2016 and these students are well on track to completing their NTCET in the coming years. Our senior students have also obtained the highest number of VET certificates within the year. The certificates included Cert I in Food Processing, Cert I in AgriFoods, Cert II in Construction Pathways, Cert II in Aboriginal and Torres Strait Islander Primary Health Care and Cert III in Christian Ministry and Theology. The college has also introduced Careers to all year levels, including the senior students who participate in work experience each term.

The college has continued with Professional Learning Communities (PLC's) and planning for the next step for PLC's in 2017 is well underway. The Numeracy and Language and Literacy plans and data and assessment schedules have been updated for 2017-2018 and 2017 will see the development of whole school goals which be integrated into all subject areas.

Tahnee Gale (Curriculum Coordinator - XCC)



Student Enrolment Profile

Murrupurtiyanuwu Catholic Primary School

Student Enrolments²

Year Level	Number of Students	Percentage of students who identify as indigenous	Percentage of students with a disability
Pre-School	34	94	14
Transition	39	95	13
Year One	33	97	18
Year Two	32	100	16
Year Three	30	96	17
Year Four	17	100	24
Year Five	37	100	14
Year Six	34	100	18
Total	256	Average: 98	17

Student Attendance³

Collection Period	Active Enrolment	Passive Enrolment	Active Attendance Percentage
February (1)	247		79.4
March (2)	245		74.3
May (3)	244		77.5
June (4)	247		36.4
August (5)	246		72.4
September (6)	242		72.3
October (7)	225		72.4
November (8)	247		77.3

MCPS manages attendance through:

- Interrogating attendance data and actively targeting families and specific children with the assistance of the Yellow Shirt Team (Remote School Attendance Strategy), our Aboriginal Liaison Officer and Milimika (Tiwi Leadership Group)
- Regular reviews of the school roll

² Data obtained from the August 2016 NTG Enrolment and Attendance Collection (Collection)

³ Data obtained from the August 2016 NTG Enrolment and Attendance Collection



- Employment of an Indigenous Home Liaison Officer
- Correspondence with parents and guardians regarding attendance patterns
- Our Partnership with the Cathy Freeman Foundation that rewards and acknowledges students with 90%+ attendance.
- School incentives eg: Reward Football on Friday for high attenders, Dedicated Attendance Merit Awards, Yellow Shirt Weekly prize presented at Friday Assembly.
- Programs aimed at promoting positive school attendance eg, School Nutrition Program, Active After School Communities Sport, No School- No Pool agreement with Tiwi Islands Regional Council
- Quality, engaging Teaching and Learning programs
Promotion of a safe learning environment

Student Enrolment Profile

Xavier Catholic College Wurrumiyanga

Student Enrolments⁴

Year Level	Number of Students	Percentage of students who identify as indigenous	Percentage of students with a disability
Year Seven	32	100	12.5
Year Eight	17	100	23.5
Year Nine	23	100	17.3
Year Ten	18	100	11.1
Year Eleven	19	100	10.5
Year Twelve	9	100	0
Year Thirteen			
Total	118		13.5

Student Attendance⁵

Collection Period	Active Enrolment	Passive Enrolment	Active Attendance Percentage
February (1)	141	0	73.8
March (2)	144	0	59
May (3)	135	8	55.6
June (4)	134	5	60.4
August (5)	123	0	55.3
September (6)	114	0	57
October (7)	109	0	57.8
November (8)	113	0	57.4

⁴ Data obtained from the August 2016 Census

⁵ Data obtained from the Department of Education and Children's Services Validation Report: Enrolment and Attendance 2016



XCC manages attendance through:

- Regular reviews of the school roll
- Correspondence with parents and guardians regarding attendance patterns
- School incentives eg: raffles, camps, excursions, certificates, etc.
- Programs aimed at promoting positive school attendance eg, School Nutrition Program, Activities Programs, etc.
- Quality Teaching and Learning programs
- Promotion of a safe learning environment
- RSAS Support





Staff Profile, Teacher Standards, Qualifications and Workforce Composition

Murrupurtiyanuwu Catholic Primary School

Staff Profile

	Number	Full Time Equivalent
Teachers	11	10.4
Non-Teaching Staff (including assistant teachers)	44	43.4
Total	55	53.8

Teacher Qualifications⁶

Summary of Teacher Qualifications	Number	Percentage
Post Graduate Qualification	3	18%
Bachelor Degree or Equivalent ⁷	18	100%
Other Qualifications	2	12%

⁶ Data obtained during August 2016

⁷ All teachers have a minimum of four years training and are registered with the Teacher Registration Board of the Northern Territory. Percentage appears more than 100% in cases where teachers hold more than one Bachelor Degree or equivalent.



Staff Profile, Teacher Standards, Qualifications and Workforce Composition

Xavier Catholic College Wurrumiyanga

Staff Profile

	Number	Full Time Equivalent
Teachers	15	15.0
Non-Teaching Staff (including Assistant Teachers)	15	12.6
Total	30	27.6

Teacher Qualifications⁸

Summary of Teacher Qualifications	Number	Percentage
Post Graduate Qualification (Masters of above)	3	10
Bachelor Degree or Equivalent ⁹	15	100
Other Qualifications		

⁸ Data obtained during August 2016

⁹ All teachers have a minimum of four years training and are registered with the Teacher Registration Board of the Northern Territory. Percentage appears more than 100% in cases where teachers hold more than one Bachelor Degree or equivalent.



Senior Secondary Outcomes

Murrupurtiyanuwu Catholic Primary School

N/A as MCPS is a Primary School

Xavier Catholic College Wurrumiyanga

Element	2012	2013	2014	2015	2016	Notes
Number of NTCETs awarded	0	6	2	1	5	All 5 students graduated
Number of students who completed senior secondary school	0	6	2	1	5	
Number of students who completed Year 12 but no certificate	-	-	-	3	6	
Number of awarded VET qualifications	0	9	10	11	29	Cert III CMT x 8 Cert II Construction x 1 Cert II ATIPHC x 9 Cert I Food Processing x 10 Cert I AgriFoods x 1
Number of students who undertook a school-based apprenticeship	0	0	0	0	0	
Number of students going on to further education and training, including university, TAFE and apprenticeships	0	7	2	5	5	
Number of students who left school during the school year and who are now employed	1	6	1	6	0	
Number of students who left school from who are now seeking work or engaged in a gap year	6	16	-	3	11	



National Assessment Program Literacy and Numeracy

Murrupurtiyanuwu Catholic Primary School

MCPS NAPLAN Summary (2008 – 2016) ¹⁰

Year Three

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2008	242	- N	193	226	276
2009	156	- N	228	216	206
2010	118	- N	235	211	218
2011	278	219 P	234	274	303
2012	263	155 P	230	219	217
2013	300	168P	226	259	234
2014	258	188	260	225	245
2015	255	271	213	247	282
2016	248	216	220	228	254

MCPS NAPLAN Summary (2008 – 2016) ¹¹

Year Five

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2008	305	- N	268	254	335
2009	216	- N	321	168	243
2010	306	- N	372	283	346
2011	368	231 P	320	305	362
2012	304	176 P	277	282	334
2013	399	241P	327	374	347

¹⁰ Data obtained from the My School website

¹¹ Data obtained from the My School website



2014	328	211	298	323	330
2015	348	282	311	324	352
2016	318	306	220	228	254

National Assessment Program Literacy and Numeracy

XCC NAPLAN Summary (2008 – 2016)¹²

Year Seven

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2008	408	294 N	442	392	418
2009	364	252 N	309	182	364
2010	415	295 N	366	369	387
2011	407	257 P	389	359	335
2012	387	319 P	371	404	402
2013	378	301 P	376	339	403
2014	400	334	355	358	417
2015	381	315	377	379	427
2016	385	266	364	309	390

XCC NAPLAN Summary (2008 – 2016)¹³

Year Nine

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2008	397	319 N	380	400	404
2009	497	311 N	357	299	496
2010	577	- N	452	563	422
2011	407	228 P	419	334	409

¹² Data obtained from the My School website and RAAD

¹³ Data obtained from the My School website and RAAD



2012	365	301 P	409	397	440
2013	476	246 P	441	358	459
2014	434	165	354	406	458
2015	405	204	399	376	483
2016	440	316	412	413	445

School Review and Improvement /

Parent, Student and Staff Satisfaction

At the end of 2011, the need for the two schools to work more closely together became strong. At the beginning of 2012, we formed the Cross Campus Leadership team (with leaders from both XCCW and MCPS) to lead a new beginning for both campuses. This work became the core vision of our departed Principal and with her expertise the goals for 2012 became:

- Continue growing our Catholic Identity
- Explore more opportunities to empower our staff
- Cater for the educational needs of our students
- Provide quality teaching
- Support our children, staff and the wider community
- Develop stronger partnerships

In 2012 MCPS and XCC undertook the School Improvement and Renewal process outlined in the Catholic Education NT School Improvement and Renewal Framework. The key areas of Leadership and Community and Culture were reviewed. The process aimed at answering three key questions:

1. How are we going?
2. How do we know?
3. What are we going to do now?

The process included a self-assessment survey whereby staff and a focus group of parents provided feedback to the Cross Campus Leadership Team. Feedback included affirmations, ratings and recommendations. These recommendations informed the 2013 Annual School Improvement Plan.

In 2015 MCPS and XCC school communities participated in External Validations. These validations involved discussions with the staff, student and local community members to discern the next phase of strategic planning. The process again addressed the questions above:

1. How are we going?
2. How do we know?
3. What are we going to do now?



In 2015 the following Cross Campus recommendations were made for both schools to look at ways to broaden their sharing of staff, resources, events and professional development.

These continued to be the focus in 2016.

- Revisit One Precinct Plan intentions and MOU (with CEO Executive)
- Develop One Precinct Maintenance Master Plan
- Establish One Precinct Community Consultation Committee
- Develop model for a sustainable Indigenous workforce
- Potential for C&C Leadership (shared space with GOO)
- Develop Pre School to Year 13 curriculum plans (RE, Literacy & Numeracy, ILC) with view to seamless transition and sharing of resources, human and physical
- Develop strong One Precinct Indigenous Language and Culture program
- Develop comprehensive transition plan for students from year 6 to 7
- One Precinct Orientation and Induction program including Community and Culture, Catholic Identity, Two-Way learning and WHS information
- One Precinct PD where appropriate
- Consider opportunities for whole school precinct events to max community support
- Consider a 'rolling' Strategic Plan (3 to 5 years)





MURRUPURTIYANUWU CATHOLIC PRIMARY SCHOOL

Quality Catholic Tiwi Education - Strong in Faith - Strong in Culture - Strong in Learning

2016 Annual Improvement Plan

Catholic Identity	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	Our school community celebrates and expresses its Catholic Faith	Planning and undertaking meaningful sacramental and liturgical celebrations throughout the church year	REC and TREC Supported by Leadership	Schedule of structured and planned celebrations
	Our staff and students deepen their understanding of Catholicism and Tiwi Catholic Faith	RE Units of work and Catholic Identity Guidelines are implemented across all classes and throughout the school.	REC, TREC and CC Supported by Leadership	CI Checklist Implemented RE Units
Teaching & Learning	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	Every student receives an inclusive and high quality curriculum that improves outcomes	Whole school approaches to assessment, programming, literacy and numeracy developed and implemented	CC supported by Leadership	Implementation and accountability of teachers
		Use assessments and interrogate data to improve T&L by developing schoolwide learning goals	CC/ DIPC Supported by Leadership	Student improvement indicated by data
	Staff receive high quality training, support and development	Incorporating PLCs to improve teaching and learning focusing on literacy and numeracy	CC, Lit/ Num Coach supported by Leadership	Schedule of training Satisfaction survey



		Targeted PD for staff aligned to Strategic Plans and Formation Revue and whole school programs.	CC and DP supported by Leadership	Schedule of training Satisfaction survey
		Provide and timetable regular opportunities for collaboration and development of Teaching Teams for programming, sharing practice and moderation	CC supported by Leadership	Weekly team meetings
Leadership	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	Provide strong guidance, support and structure to the school staff, students and community	Develop clear role descriptions for all staff with regular planned feedback	Leadership	Role description development
	Build the capacity and skills of all staff	Training and planning for effective partnerships between AT and teacher to develop complimentary working relationships and skill development	Leadership Milimika	AT skill development and lesson delivery
		Develop and implement cross campus network meetings for CCs, DPs, RECs and Principals.	Deputy Principals Principals RE Coordinators Curriculum C	Regular meetings developing cross-campus priorities
		Implement Mentor Program and Formation Review to ensure all staff are on a journey of continual improvement.	Leadership Milimika	Satisfaction survey
Pastoral Care /	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	Ensure the pastoral and wellbeing needs of our students are prioritized	Investigate and implement a Social and Emotional Learning Program	TWBC and WBC Supported by Leadership	Implementation of program



		Appoint and train a Tiwi WBC and Teacher WBC to target social and emotional improvement in students	Leadership TWBC and WBC	Reduction in negative behaviours Ref to professionals
	Ensure the pastoral and wellbeing needs of our staff are prioritized	Provide training so staff are suitably prepared to work in our context- Crisis Intervention Training.	Leadership	Training provided
		Ensure Behaviour Policy is clear, well communicated and consistently implemented across the school	Leadership	Satisfaction survey
		Continue to provide regular activities that provide staff wellbeing	TWBC and WBC Supported by Leadership	Satisfaction survey
Community and Culture	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	Develop strong community/parent involvement in the education process of students	Teachers to go out into community with the AT to meet student families at the start of the year	Leadership and Milimika	Family meetings
		Introduce Parent/Teacher meetings and Family Open Day throughout the school year	Leadership and Milimika	Attendance of community
Finance, Facilities &	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	Provide a safe, quality and engaging environment for staff and students	Resource and develop Library facility as an additional learning space	Leadership	Rooms developed and utilized for purpose



		Develop and implement a landscaping project to ensure suitable, safe shaded areas are developed within the school	Leadership	Project developed and implemented
Resource the school to optimize the physical learning environment		Develop the Tiwi Learning Garden/Space for culture, sustainability and community engagement	Leadership Milimika	Project completion
		Ensure each classroom is resourced with IWB/ devices to support and enhance learning	Leadership ITC	Classroom teachers utilizing technology in classes to enhance T&L
		Source and install suitable cool water fountains in the Junior and Senior Area	Leadership	Project completion
Develop and refurbish the preschool in accordance with National Standards		Build a new building incorporating designated indoor space to increase building capacity to 40 students. Upgrade facilities in existing building to National Standards.	Leadership Preschool Team Leader	Development of new facilities and upgrades.



Xavier Catholic College

School Annual Development Plan 2016



	Strategic Goals	Strategies	Accountabilities	Evidence of Success
Catholic Identity	CL1 – Build student confidence to participate in Prayer and Liturgy	Student led opportunities – Assembles, Liturgies, Masses	XCC – REC Wurrumiyanga PP Diocesan Youth Leader	Students confidently taking leadership roles in Prayer, Liturgy & Assemblies
	CL2 – Develop a CC Prayer Policy and Scope and Sequence of Liturgical celebrations from Year P-13	Organise regular CC REC meetings Continue regular Principal/REC meetings	XCC –REC MCPS – REC XCC – Principal	A Published CC Prayer Policy and Scope and Sequence from Year P-13
	CL3 – Work closely with CILT, Strong Men and Women to plan Liturgical celebrations and Culture Days that are meaningful and relevant for students	Organise regular planning meetings with CILT	XCC – REC MCPS – REC CILT XCC – DP	Culturally and meaningful and appropriate liturgical celebrations
	Strategic Goals	Strategies	Accountabilities	Evidence of Success
Leadership	L1 – Establish a Cross Campus Community Consultation Committee	-Principals familiarise themselves with CENT Board procedure -CILT to meet to discuss potential membership -Committee Charter and tenure to be draw up -Members to be invited to first meeting	CC – Principals PP CENT Principal Consultant	-Regular Community Consultation meetings to be held by Semester Two 2016
	L2 – Build CC Leadership	-Regular CC Leadership Meetings (Principals, DP's, REC's, CC's, DIP's)	CC Leadership Team PP	-Strong CC Leadership Support



			CENT Principal Consultant	
	L3 – Reestablish Japalinga	-Revisit original Japalinga project -consider ways to interface Japalinga with CFF Horizons -Establish SRC/School Captains process -Include CILT in process	XCC – DP XCC – Staff CILT	Japalinga a central feature of school/community life
Teaching & Learning	Strategic Goals	Strategies	Accountabilities	Evidence of Success
	TL1- Continue to develop and refine data gathering	-Continuation of data collection (Literacy and Numeracy 1st two weeks of the year) -Employ Data Informed Practitioner (DIP) Introduce PAT to XCC data suite	XCC – CC XCC – DIP XCC – Principal XCC – Lit&Num coordinators	-Embedded data cycles and practices -Data driven PLC's
	TL2 – To have all staff using visible data in classrooms	-Source Visible Data best practice -Include Visible Data PD in Staff meetings -Model (and explain to students) Visible Data practices in classrooms	XCC – CC XCC – Principal XCC - DP	-Evidence of Visible Data in all classrooms
	TL3 - Increase attendance and engagement, particularly of senior males within the school	-Establish an AC/PLC -Develop a practical, engaging career's focused AC curriculum based on life skills	XCC – CC XCC – DP AC - PLC	-Increased attendance and engagement in the AC class (particularly males)
	TL4 – Increase Assistant Teacher skills	-Employment of Assistant Teacher Mentor (ATM) -Assistant Teachers (AT's) to attend Staff Meetings -More planning and mentoring time for AT's	XCC – CC GOO Coordinator XCC – Teachers XCC – Principal XCC – DP	-AT's collaboratively and confidently working with teacher mentors
	TL5 – Increase PD opportunities for teaching staff	Source whole staff PD e.g. Toronto TESL course	XCC – Principal XCC – DP XCC - CC	-Completion of Staff PD relevant to Strategic Plan
V E	VC1 – Continue to develop current VET certificates	VET blocks (less interruption to timetable)	XCC- VC XCC – Principal	-Increased number of students completing



			CENT VET consultant CDU	VET blocks and receiving employment
	VC2 – Introduce Certificate II in Aboriginal and Torres Strait Island Primary Health Care (ATIPHC)	Commence Semester 2, 2016 -Source students with interest and aptitude to complete the certificate -run all VET students/staff through First aid and CPR	XCC – VC Binnacle XCC – Careers Coordinator XCC – Principal CENT VET Coordinator	Students completing course and considering Health Care courses
	VC3 – Complete Whole School Careers plan	-Liaise with CENT VET coordinator to complete Whole School Careers Plan -Source best practice in Careers -Reestablish local work experience program -Build on Smith Family	XCC Principal XCC Careers Coordinator XCC – CC Smith Family	-Careers plan completed by end of Semester One -Careers systematically and effectively being taught from Year 7 to 13 - Students moving from school to workplaces
Pastoral Care & Well Being	Strategic Goals	Strategies	Accountabilities	Evidence of Success
	PCWB1 – Develop a structured Pastoral Care and Well Being block to occur each Friday afternoon	-Revisit PC policy and guidelines - Develop an effective, meaningful PC block	XCC – DP XCC – Homeroom Teachers Community members (Strong Men and Women, Red Cross, Catholic care)	-More students attending school and staying longer on a Friday
	PCWB2 – Continue to build PCWB links with community	-Regularly invite community stakeholders to school events -Continue to supports Boys Lunch of a Tuesday with Red Cross	XCC – DP XCC – REC XCC – Principal	-Community ownership and engagement



	PCWB3 – Continue XCC PCWB Committee Meetings	-Continue regular meetings -Plan a XCC social calendar (include CC activities)	XCC – DP XCC - PCWB Committee	
Community and Culture	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	CC1 – Development of a Tiwi Language and Culture (TLC) program in conjunction with MCPS	-Develop a scope and sequence of special Tiwi days -REC to determine which days coincide with CC Scope and Sequence of prayer and liturgy and include these days for celebration - Include more Indigenous Language and Culture (ILC) activities in PC block -Develop a ILC Scope and Sequence (in conjunction with ILC Teacher at MCPS) -Have more focus on Tiwi words/phrases within Homeroom	XCC- Principal XCC – REC MCPS - ILC Teacher	-Completion of TLC Scope and Sequence
	CC2 – Refresh and add to Tiwi art around the school, including building a culture area	-With help from Strong Men and Women have the pukimani poles refreshed within the school -Build a cultural area for dancing/culture lessons	CILT Strong Men and Women XCC – Woodwork teacher XCC – DP	
	CC3 – Lift the profile of CILT within the school	-More members to be appointed to CILT -CILT to be included in regular Leadership Meetings	CENT – Director XCC - Principal	



Finance, Facilities & Resources	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
	FFR1 – Continue to maintain and develop XCC facilities to meet academic and site demands	<ul style="list-style-type: none"> -Internal and external painting of buildings -Continue to develop school grounds, including Horticulture area -Upgrade Multipurpose room to include free standing stoves -Install grandstands and AFL goals on oval - Re paint basketball Court 	<ul style="list-style-type: none"> XCC – Principal XCC – Financial Secretary XCC – DP CENT Infrastructure 	<ul style="list-style-type: none"> -Grounds well maintained and further developed -Internal and External painting completed -Stoves installed and functioning in MP room
	FFR2 – Continue to maintain and upgrade hardware and software as required	<ul style="list-style-type: none"> -Regular inspections of ICT equipment -Regular maintenance as required -Updating of ipad fleet as required -Updating of desktops and laptops as required 	<ul style="list-style-type: none"> XCC – Principal XCC – DP CENT ICT Technician 	<ul style="list-style-type: none"> -Up to date Hardware and software -Staff and students using hardware and software proficiently



Finance

School income by sources of funds:

Murrupurtiyanuwu Catholic Primary School

Recurrent Income 2016	\$ Total	\$ Per Student
Australian Government recurrent funding	5,313,324.67	24,598.725
State/Territory Government recurrent funding	857,200.24	33,968.5196
Fees, charges and parent contributions	88,704.29	410.668
Other Sources		
Total Gross Income	6,259,229.20	28,977.912



Xavier Catholic College Wurrumiyanga

Recurrent Income 2016	\$ Total	\$ Per Student
Australian Government recurrent funding	2,939,737.60	24,913.03
State/Territory Government recurrent funding	268,008.16	2,271.26
Fees, charges and parent contributions	20,259.09	171.69
Other Sources	70,928.30	601.09
Total Gross Income	3,298,933.15	27,957.07



Publication of Activity under the *Stronger Futures* Quality Teaching Initiative

The effective teaching of Indigenous students in our school has been promoted by targeted support from Education Officers and Consultants in the Catholic Education Office. Teachers, Assistant Teachers and other school staff have participated in whole school and smaller group professional learning to develop teacher practice in literacy and numeracy. This has included Accelerated Literacy, THRASS, Jolly Phonics and MAI (Maths Assessment Interview).

Individual support for teachers has also been available as required in specialist subject areas. There has also been support for the inclusion and assessment of students with hearing and learning difficulties, as well as for meaningful and positive learning pathways for students including VET in schools (*secondary schools only*). This targeted support is part of the *Stronger Futures* Quality Teaching Initiative and has been made possible through the *Stronger Futures in the Northern Territory* National Partnership Funding Agreement.

Number of Students (August 2016 School Census)

MCPS -

XCC - 122



Recommendation and Approval

The Principal of Murrupurtiyanuwu Catholic Primary School and the Principal of Xavier Catholic College Wurrumiyanga recommends to the Director of Catholic Education Office NT, the 2012 School Annual Report.

Recommendation

1. **Tess Fong**
Principal (XCCW)

Sign:

Date:

2. **Daniel Graves**
Principal (MCPS)

Sign:

Date:

Approval

Michael Avery
Director (CEO)

Sign:

Date: