

Our Lady of the Sacred Heart Thamarrurr Catholic College

Annual Report 2023

Our Lady of the Sacred Heart Thamarrurr Catholic College

Street Address: 1 Perdjert St, Wadeye NT 0822

Postal Address: PMB 144 Winnellie NT 0822

Phone: (08) 8978 2477

Email: jacqueline.conboy@nt.catholic.edu.au

Web: <http://www.olshtnt.catholic.edu.au/>

Table of Contents

Our Lady of the Sacred Heart Thamarrurr Catholic College	1
Table of Contents	2
Principal’s message – Mrs. Jacqueline Conboy	3
Vision, Mission and Values Statement	4
School Profile	5
Short History of the Founding of the Mission in Wadeye	5-6
Catholic Identity	7
Workforce Composition	8
Catholic Aboriginal Leadership Team and Traditional Owners	9
Summary of Teacher Qualifications	9
Teacher Qualifications, Registration and the Ochre Card	10
Student Attendance	10-11
NAPLAN Results	12-13
Finance Facilities and Resources	14-15
School Achievements	16-17
Community and Culture	18
Endorsements	19

Principal's Message

2023 was another eventful year for Our Lady of the Sacred Heart Thamarrurr Catholic College and our community. Our staff and students are constantly affected by what takes place in the community and regardless of ups and downs our staff work as a team to provide bi-lingual education that supports students to walk in two worlds. Despite continued problems regarding physical and mental health, nutrition, food security, housing and safety, resilience continues to be an outstanding characteristic of the community.

One of the many highlights of the year was the Wellbeing Week which was sponsored by the Federal Government to promote positivity and wellbeing affected by past Covid restrictions and lockdowns. The events of the week generated great joy with food and fun activities at the centre of planning. Highlights were the Colour Run and Hawaiian Day.

Meaningful and relevant education true to the Australian Curriculum continues to be part of our vision, and receiving news that our school will receive funding for the planning and implementation of Learning on Country was exciting. We intend to review our Transition to Year 12 Curriculum to ensure its relevance for our students and our context.

The upgrade and refurbishment of our Trade Training Facility along with increased opportunities for Vocational Education and Training made possible by the employment of a Trade Training Manager and a VET Coordinator have inspired plans for education and youth employment.

Our Catholic Aboriginal Leadership Team (CALT) continues to successfully guide college staff and provide educational and cultural advice and we benefit from the close working relationships with the many agencies that support the school and community.

We are a Catholic School, intent on promoting the values of love, compassion and forgiveness. "We live our faith by providing the best education for the children and young people of the Thamarrurr region." We live and work in the hope that the children of Wadeye, the future leaders of the community, will benefit from an education that seeks to nurture and develop the whole person.

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 panpinhingkayithnu 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.

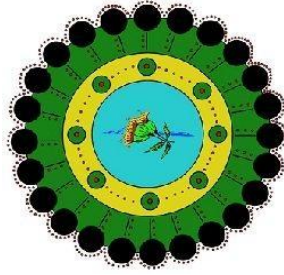
Da murrinh kurl karrim kanhi-ka da Kale Neki nunganthurr pirrim. Kardu ngarra wurlk thamamngime thurran-ka thempirrumutngintha ngala da matha ngarra Yile Neki i Kale Neki-yu i nhini weyida danyengkarda wurran kardu mangini mamay, kigay i mardinhpuy panpinhingkayithnu purru wurlk mangini pigunu warda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

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.

We have a connection with the Christian Brothers with Brother Bill Tynan and Brother Vince Roche who continue to support the college, especially the staff, in many ways. Sister Tess Ward is also a long-standing advocate for the community. Tess has worked in the Literature Production Centre for many years. Her commitment extends beyond the school giving social and spiritual support to many, especially women and children.

Families and staff have supported the students to explore their faith and this year 41 students were confirmed, 40 made their first Reconciliation and received their first Holy Communion.

This year the College celebrated the dedication of the Murrinhpatha Mini Bible. Chester and Lyn Street began the translation in 1973 until 1991 and the work was continued with the help of many, including staff members, Sister Tess Ward and Francella Bunduck.

Workforce Composition

Staffing 2023

School Area	Role	Number of staff	FTE
Families at First Teachers	Teacher	1	1
	Assistant Teacher	3	2.42
	School Officer	1	1
Preschool (ECEC)	Teacher	1	1
	Assistant Teacher	4	3.1
	School Officer	2	2
Primary	Teacher	17	17
	Assistant Teacher	19	16.77
	School Officer	2	1.84
Secondary	Teacher	10	9.8
	Assistant Teacher	16	13.44
Inclusion	Teacher	3	3
	Nurse	2	2
	Assistant Teacher	3	2.52
	School Officer	1	0.8
Arts	Teacher	1	1
	Assistant Teachers	4	3.36
Administration	Library/Communications	1	1
	Finance	1	1
	Administration	3	3
	Information Technology	1	1
LPC	Teacher	3	3
	Assistant Teacher	2	1.68
	School Officer	4	3.31
Kitchen	Chef and Assistants	4	3.64
Maintenance	School Officer	2	2
	Groundsman	4	4
	Bus Driver	3	3
	Cleaner	2	1.45
Trade Training	Teacher	2	2
	Assistant Teachers	4	3.36
4	Total	126	114.81

Catholic Aboriginal Leadership Team

The School's Catholic Aboriginal Leadership Team (CALT) for 2023 consists of:

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

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
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
Barbara Mullumbuk	Teacher and Religious Education in the Secondary School
Miriam Nemarluk	Teacher in Transition to Year 2
Ernesta Perdjerit	School Nurse Assistant
Lynette Perdjerit	Teacher Linguist Support

Summary of Teacher Qualifications

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

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.

Attendance

School Profile August Validation Report NT Government

Year Range	T-12
Total Enrolments	392 (427 including Preschool, 457 including FaFT)
Indigenous Students	378 (409 including Preschool, 439 including FaFT)
Non-Indigenous Students	14 (18 including Preschool)
Location	Wadeye
Student Attendance Rate	26.7%
Students with Disabilities	115

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	16	13	19	16	29	17	19	27	22	16	4	7	4	222
M	22	9	4	19	15	28	17	22	17	19	12	11	8	2	205
Total	35	25	17	38	31	57	34	41	44	41	28	15	15	6	427

Attendance rates over the years have continued to drop.

OLSHT Wadeye Attendance Comparison 2018 -2023

	2020	2021	2022	2023
Average active roll	585	507	402	451
Highest active roll	681 (collection two, March)	700 (Collection 1, February)	474 (Collection 7, November)	579 (Collection 2, March)
Lowest active roll	497 (collection, six, September)	395 (collection 6, September)	346 (Collections 3 and 4, April – June)	294 (Collection 4, June)
Percentage roll	33%	38%	29.6%	32%
Highest percentage roll	48.3 % (Collection one, February)	46% (Collection 2, March)	39.2% (Collection 2, February)	44.4% (Collection 1, February)
Lowest percentage roll	23.8% (Collection five August)	25.2% (Collection 5, August)	17.9% (Collection 3, May)	21.6% (Collection 3, May)

Number of High Attenders 2018 – 2023

	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
2023	34	31	19	44	15

NAPLAN Results

Our Lady of the Sacred Heart Thamarrurr

Year 3	Year 5
11	19
Year 7	Year 9
15	6

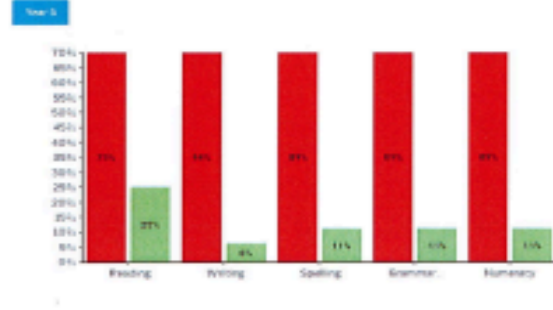
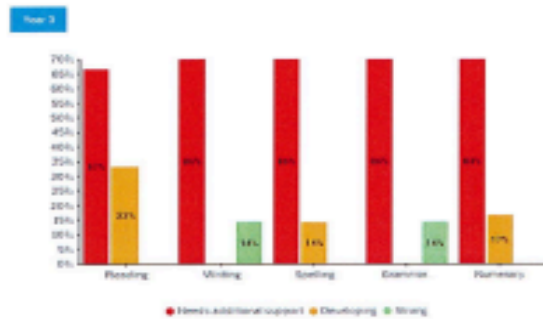
Year 3 and 5 Results

Year	Students	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2023	30	6 Not Proficient	21 Not Proficient	15 Not Proficient	14 Not Proficient	14 Not Proficient
	Schools	1 Proficient	2 Proficient	1 Proficient	2 Proficient	1 Proficient
	1	86%	91%	94%	88%	93%
		14%	9%	6%	13%	7%

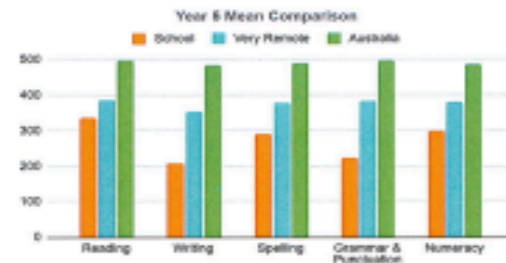
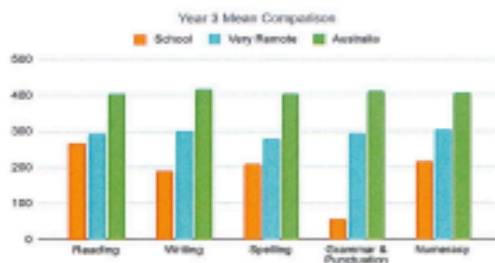
Our Lady of the Sacred Heart Thamarrurr had a total of 51 students eligible for NAPLAN 2023. This included eleven Year 3 students, nineteen Year 5 students, fifteen Year 7 students and six Year 9 students. However, not all students completed each NAPLAN test. Overall, students who participated demonstrated the highest proficiency in *Grammar and Punctuation* and the lowest proficiency in *Writing*, *Numeracy* and *Grammar and Punctuation*. The below graphs show the proficiency achievements of the Year 3 and 5 students across the test domains.

PARTICIPATION RATES

Test domain	Year 3	Year 5	Year 7	Year 9
Reading	3	4	3	4
Writing	7	16	10	1
Spelling	7	9	8	3
Grammar & Punctuation	7	9	8	3
Numeracy	6	9	8	5



The below graphs show the school's achievement compared with Very Remote subgroup mean and Australia's mean results in all test domains.



Students' Proficiency in Reading and Writing

Proficiency	Year 3	Year 5
Reading and Writing	0.0%	25.0%
Neither	66.7%	75.0%
One but not the other* 1 students Yr 3 0 students Yr 5	33.3%	00.0%
*proficient in	Writing = 1/3 Reading = 0/3	Writing = Reading =

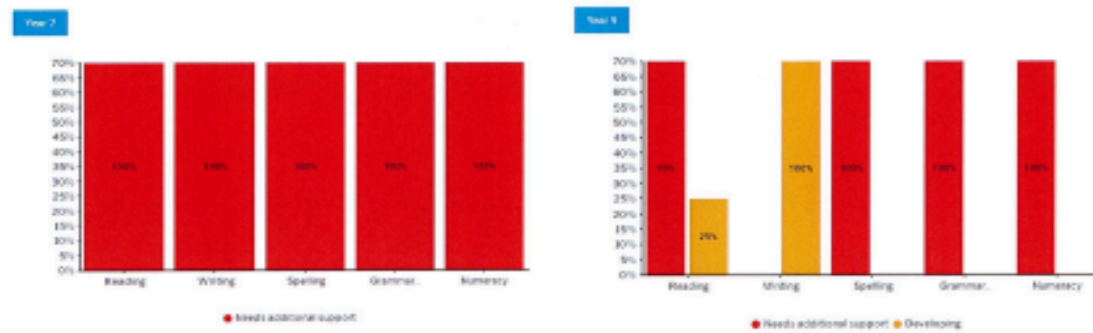
Students Proficiency in Numeracy and Reading

Proficiency	Year 3	Year 5
Numeracy and Reading	0.0%	25.0%
Neither	100.0%	0.0%
One but not the other* 0 students Yr 3 3 students Yr 5	0.0%	75.0%
*proficient in	Numeracy = Reading =	These students did not complete the Numeracy test

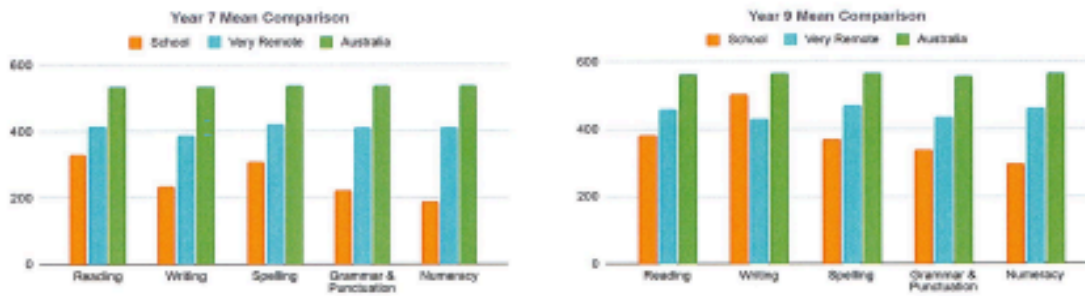
Year 7 and 9 Results

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2023	12	11	11	11	13
Students	100%	100%	100%	100%	100%
21	Not Proficient	Not Proficient	Not Proficient	Not Proficient	Not Proficient
Schools	0	0	0	0	0
1	0%	0%	0%	0%	0%
	Proficient	Proficient	Proficient	Proficient	Proficient

Of the 21 students eligible for NAPLAN, up to ten students completed tests in Year 7 and up to five students in Year 9. The below graphs show the proficiency achievements of these Year 7 and 9 students across the test domains



The below graphs show the school's achievement compared with Very Remote subgroup mean and Australia's mean results in all test domains.



Students' Proficiency in Reading and Writing

Proficiency	Year 7	Year 9
Reading and Writing	0.0%	0.0%
Neither	100.0%	100.0%
One but not the other* students Yr 7 students Yr 9	0.0%	0.0%
*proficient in	Writing = Reading =	Writing = Reading =

Students Proficiency in Numeracy and Reading

Proficiency	Year 7	Year 9
Numeracy and Reading	0.0%	0.0%
Neither	100.0%	100.0%
One but not the other* students Yr 7 students Yr 9	0.0%	0.0%
*proficient in	Numeracy = Reading =	Numeracy = Reading =

Finance Facilities and Resources

The major and minor works undertaken by the school this year include: -

- the construction of fences around staff housing
- classroom renovations
- general painting and refurbishing
- a fence around Preschool
- concrete works around the kitchen
- new security cages around the kitchen
- construction of concrete pathways
- the construction of safety railings
- cages around air conditioners, whirly-birds and roof vents
- new window frames
- upgrade of air conditioning at the Secondary Campus
- air conditioning upgrade in the Trade Training Centre
- upgrade of electricity supply to buildings including the Trade Training Centre
- drains outside the Trade Training Centre
- BGA works - reroofing of two school buildings and one staff housing
- earthworks project to improve drainage
- installation of bin enclosures and concreting
- constant repairs due to vandalism
- extensive sewerage works
- a mosaic art installation.

School Achievements

Catholic Identity

The College is commended for the whole school approach to behaviour education and formation which is based on love, compassion and forgiveness and the positive approach and ongoing commitment to Bilingual Education particularly evident through the teaching of Religious Education in language throughout the school. The students engage sincerely in prayer and show respect for sacred spaces. Gospel values and spirituality underpin learning, relationships, and ritual.

Father Leo Wearden's presence and involvement in the school community is promoted and valued and a strong trust has developed between parish and school, creating a sense of integrated community.

Pastoral Care and Wellbeing

Current Pastoral Care & Wellbeing roles support student positive behaviours and relationships through mediation based on conflict resolution processes and the creation of safe spaces.

Students have access to counselling and there is support for staff in building capacity to work with difficult behaviours especially in the area of trauma informed practice, along with professional learning in crisis management.

Data from two nurses employed by the College indicates support to improve health, attendance and engagement. The development of connection classes and student leadership is a positive work in process. Student wellbeing is generated by school games and events including the Auskick AFL program. The significant work undertaken to re-establish the Trade Training centre under Roy Anderson's leadership is exemplary and helps to provide students with a renewed sense of purpose for learning along with improved wellbeing and confidence.

Staff wellbeing is supported through activities including scheduling of after school social events e.g. pottery in the art room for staff.

Leadership

There is strong evidence of teamwork across the school which is supporting processes in many areas in a short time since the school and community have settled down. Clarity with goals and direction is contributing to a more settled, collaborative and positive environment across the

staff and school. The commitment to upskilling local staff in behaviour education to enable delivery of training to other staff is leading to improved sustainability and ownership. Effort to build staff capacity including participation in the First Circles leadership program, the development of a contextualised Certificate III in School Based Education Support Course, upskilling and apprenticeships for two local staff and the provision to provide for local staff with student behaviour management skills (Essential Skills of Classroom Management in context of OLSHT classrooms) are commendable.

Teaching and Learning

There is an ongoing commitment and resourcing to support the teaching of Religious Education and Murrinhpatha, e.g. establishing the Literacy Murrinhpatha Phonics program to support literacy development – The introduction of explicit teaching of sounds and handwriting (similar to Initial Lit program) and the use of the NT Indigenous Languages and Cultures Curriculum.

The allocation of funding through NIAA for six years of Learning on Country presents a positive opportunity to invigorate curriculum and the strong connection developed with the boarding hostel supports student attendance and engagement.

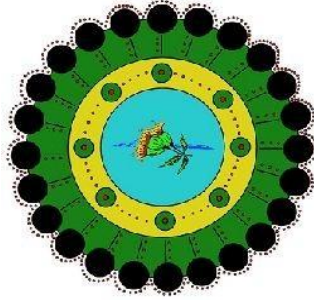
The School Future's Day and revamping of the Trade Training Centre support student learning, employment pathways and training opportunities.

SIRF Panel Conclusion

It is evident that the school is committed to building the capacity of local staff who are working collaboratively with the school's leadership. The strong focus on Teaching and Learning and on creating sustainable ways of empowering the local staff members is encouraging and the teamwork amongst staff and leaders is palpable. The SIRF panel acknowledges and commends the strong commitment, dedication and efforts from the school to further enhance engagement with children and young families. The improvement of the school's infrastructure and equipment across OLSH campuses has provided a safe space for students to better enable learning and promote pride and respect for the school environment. The deliberate and strategic approaches employed in achieving these enhancements are recognised and appreciated. Congratulations to the whole school staff

Community and Culture

- Many of our students and staff had the opportunity to take trips on Country. Some of the places visited include Old Mission, Yederr, Nangu, Tchindi, Wadapuli, Nama and the beach. Students saw rock art and dreaming places, listened to stories told by Elders, walked on country, cooked food on the fire, made damper and went swimming, fishing and crabbing.
- Gregor Renwick worked with the college to facilitate cultural experiences on school grounds. Members of the community made regular visits to school to teach dance, song and stories to students in dance groups.
- The cultural activities held at the school brought the many clans of Thamarrurr together to share wisdom and celebrate in traditional ways.
- When permitted and invited, staff attended ceremonies associated with Men's Business.
- The school explored the opportunity to deliver Learning on Country as part of the curriculum and look forward to beginning this meaningful venture next year.



The information in this report has been verified and the priorities endorsed by the Director of Catholic Education NT.

Jacqueline Conboy

Jacqueline Conboy
Principal

Date: 01.04.24

Paul Greaves

Paul Greaves
Director of Catholic Education NT

Date: 29.04.24