



Murrupurtiyanuwu Catholic Primary School

School Annual Report

2022



Murrupurtiyanuwu Catholic Primary School (MCPS)

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Table of Contents

Cover Page	Page 1
Table Contents	Page 2
School Context and Profile	Page 3
School Vision and Mission	Page 4
Principal's Message	Page 6
Deputy Principals' Report	Page 9
Religious Education Coordinator's Report	Page 10
Student Enrolment and Attendance Profile	Page 11
Staff Profile, Teacher Standards, Qualifications and Workforce Composition	Page 13
National Assessment Program Literacy and Numeracy	Page 14
School Review and Improvement Framework Report	Page 15
Catholic Identity	Page 16
Teaching and Learning	Page 18
Pastoral Care and Wellbeing	Page 20
Finance	Page 22
Parent/Carers and the Community	Page 24



School Context and Profile

Murrupurtiyanuwu Catholic Primary School (MCPS) is located in the growth town of Wurrumiyanga on Bathurst Island, 80 kilometres north of Darwin. MCPS and Xavier Catholic College (XCC) together form the Catholic Education Precinct and provide a Quality Catholic Tiwi Education for students from Preschool 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. XCC followed in 1932.

The Tiwi Islands were created by sea level rise at the end of the last ice age 6,000 to 8,000 years ago, separating them from the mainland of Australia. They are located in the Northern Territory about 80 kilometres (50 mi) to the north of the Australian mainland and are bounded by the Timor Sea in the north and the west, in the south by the Beagle Gulf, the Clarence Strait and Van Diemen Gulf and in the east by the Dundas Strait.

The island group consists of two large, inhabited islands (Melville and Bathurst), and nine smaller uninhabited islands (Buchanan, Harris, Seagull, Karlake, Irritutu, Cliff, Turiturina, Matingalia and Nodlaw). Bathurst Island is the fifth-largest island of Australia and accessible by sea and air. Melville Island is Australia's second largest island (after Tasmania).

The main islands are separated by Apsley Strait, which connects Saint Asaph Bay in the north and Shoal Bay in the south, and is between 550 m (1,800 ft) and 5 km (3.1 mi) wide, 62 km (39 mi) long. At the mouth of Shoal Bay is Buchanan Island, with an area of about 3 km² (1.2 sq mi). A car ferry at the narrowest point provides a quick connection between the two islands.

They are inhabited by the Tiwi people, as they have been since before European settlement in Australia. The Tiwi are an Indigenous Australian people, culturally and linguistically distinct from those of Arnhem Land on the mainland just across the water. They number around 2,500. In 2011, the total population of the islands was 2,579, of whom 87.9% were Aboriginal. Most residents speak Tiwi as their first language and English as a second language. Most of the population live in Wurrumiyanga (known as Nguiu until 2010) on Bathurst Island, and Pirlangimpi (also known as Garden Point) and Milikapiti (also known as Snake Bay) on Melville Island. Wurrumiyanga has a population of nearly 1500, the other two centres around 450 each. There are other smaller settlements, including Wurankuwu (Ranku) Community on the western side of Bathurst Island.



Murrupurtiyanuwu Catholic Primary School (MCPS)

MCPS offers co-education 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 as well as Integrated Learning (an integration of the other learning areas).

Our School - Our Vision and Mission Statements

Vision

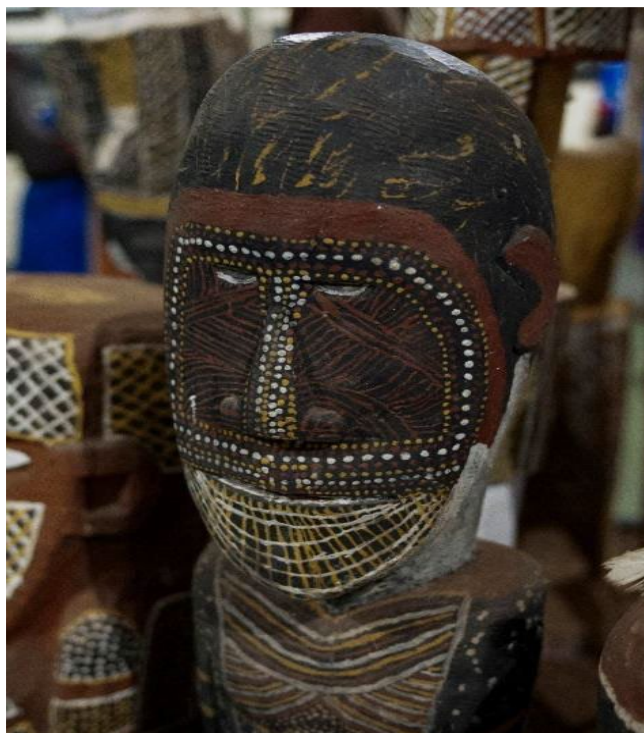
"In faith and love we are united and in our diversity we will work together".
Murrupurtiyanuwu Catholic Primary School is a faith centred community that follows the gospel values of Jesus Christ and the traditions of the Catholic Church intertwined with Tiwi Culture. Our school community aims to celebrate and value the uniqueness of each child, providing them with a quality learning environment. Our educational focus is centred on allowing them opportunities to grow and develop in an environment of support, love and respect. Together with parents and the wider community, Murrupurtiyanuwu accepts the challenge to assist our children to build for the future.

Mission

- We are a Tiwi Catholic educational community dedicated to affirming respectful relationships between staff, students, parish and families.
- We strive to demonstrate and incorporate the gospel values in all areas of our Teaching and Learning.
- We will reflect the Tiwi Catholic identity of the school community through religious celebrations and activities.
- We will embrace change and be open to new ideas and technologies that enable us to continue to develop dynamic and innovative practices that promote self-reflection.
- We will strive to create a school environment where our students can have fun and develop a lifelong engagement with their learning, while developing a strong sense of hope in their future.



- We will participate in multicultural activities and take pride in the Tiwi Culture of all members of our school community.
- We contribute to our community through our unique talents and experiences. We acknowledge and encourage independent learning through an inclusive curriculum.





Principal's Report

As Principal, I recognise that the challenge for MCPS in providing a contemporary, relevant education for the community, is to have a strong sense of shared purpose and to know that lives are transformed in the learning process, if the educating is done with heart and mind together. The staff and I never forget the privilege and the honour entrusted to us in caring for the children of the Murrupurtiyanuwu School Community. It is with this firmly planted in my mind that I present to you my sixth and final school report. It has been a privilege to be able to present a report to you for the past 5 years and it is a very humbling experience to do so on this one last occasion. I am humbled as I recapture the journey travelled over my time at MCPS. It has been a journey of change and growth and a time of problem solving and collaboration to ensure that the school's future is clearly planned and strategically positioned in so far as possible in a time of turbulent change within our world. It is very difficult to concern myself with only the past year, as I find myself preparing to leave the school. The journey of schools can never be boxed in a year or in a 4-year school development plan. These plans give a sense of structure to something that in some way cannot be structured. I leave with the challenge to create a mindset that schools are dynamic, living organisations that in spite of plans and strategic designs must always be open to change, to complete turnaround at a given time and it is with this mindset that I believe you need to move forward with our school.

The School community has been supported and encouraged by our numerous parish priests. All involved in the work of Murrupurtiyanuwu Catholic School and Parish recognize the enormous load that they carry as they minister the needs of those in their Parish. They hold a strong presence within the school community through their attendance at our Prayer gatherings, celebrating of liturgies, sacramental preparation and masses throughout the year and constant interest in all that goes on within the school. They are recognized by parents as caring Priests, always approachable and willing to support. I value the moments I spend with our clergy for their leadership and clear direction and thank them for their pastoral leadership of our school community.

I want to acknowledge the work of the Milimika Team. Their commitment and dedication have been recognized by the whole school community and their trust and belief in the staff has enhanced the forward progress of our school. I thank Molly Munkara, our retiring team member who has served with integrity and vision over the past 6 years. Her presence will be missed around the table.

Our community is generous in contributions to the growth of the school through help with school fetes, in classrooms and the library, through fundraising, fun food day, numerous events and countless other ways that support is given. Their



support and assistance are immeasurable in its benefits to our school especially in the building of community through welcome and funds.

Your staff - they have contributed with immense dedication for one reason – the education and well-being of your children. As I leave this school community, I leave an amazing group of people who consistently uphold a strong belief in what a Catholic School should be.

We honour and celebrate the uniqueness of each other through valuing respectful, trusting relationships. The most important thing we hold dear are the Tiwi children in our care. May we never deviate from this important role, and we support all people on our island the opportunities they deserve.

Berkley Muldoon 2017 - 2022

I congratulate and honour Ms. Milika Orsto on her passion, culture and dedication she has brought to MCPS. She will be remembered with integrity, professionalism and compassion. Milika left us in 2020 May she Rest in Peace.... she will never be forgotten.

I would also like to thank Kristina Lay and Tasnuva Mauri, our School Finance Officers for their outstanding contribution to working with our 2022- 2023 budget. Kristina and Tasnuva have assisted and advised me in making sure that the budget is sound. I know I will find no stronger team of people to work with.

A huge thanks to Geoff Perry and Brother Daniel for their unrelenting support to MCPS and myself as Principal. They have given so much of their time and experience in guiding everything we do. I wish them all the very best in their future endeavours.

Finally, I wish Murrupurtiyanuwu School community a future where children are honoured, families are treasured, and peace is found within homes and within our beautiful Tiwi School.

God Bless,

Berkley Muldoon

Principal 2017-2022



Deputy Principals' Report

Overall, this year at MCPS has been a good one. We certainly face our everyday challenges, however, as a whole team we all pull together to support each other.

We all continue to work through our social emotional program, with a clear common language built around our school values. A clear indicator through our student wellbeing survey was 97% of our students said they were happy and felt safe at school, however, nearly 85% said they felt unsafe walking to and from school. The community continues to face challenges, there is clear evidence that there is an increase in domestic violence and general fighting within the community, which only creates more challenges at the base level at school. We can only build our relationship currency with each student and continue to engage with our parents. We have continued working on and strengthening our Professional Learning Communities (PLC). Within our PLCs we have been able to work towards building teachers capacity whilst also looking at data to best inform teacher practice to then improve the learning outcomes of all our children.

Our school information pack which is distributed to all staff continues to benefit all particularly as we have had our challenges of retaining staff and new staff arriving. Our assemblies have returned to normal after the restrictions during the pandemic. Children and staff are celebrating as a whole school once again. This year we introduced TKOC – Tiwi Kids on Country. Each week a class goes on to country for their learning. Both teachers and students have really enjoyed the opportunities to learn out on country. Many comments from teachers saying the difference they see in students while out on country is amazing.

Our whole school Read Write Inc. program is going really well. Many students have improved with their reading and writing. The real reward is seeing the children's confidence levels rise with their Literacy. Naplan was a challenge, due to our internet breakdowns. We certainly strive at MCPS to provide a safe, stable and calm learning environment for all students and staff whilst maintaining its cultural integrity.

Caroline Bourke



Religious Education Coordinators' Report

2022 has been a remarkable year in the Catholic history of MCPS and Wurrumiyanga with the stewardship of the Parish by the MSC Priests officially ending in August. The contribution of the Missionaries of the Sacred Heart to the community and the school over the last 100 years cannot be overstated. The near total Catholic identity of the Tiwi people is a testament to their work in making the Sacred Heart of Jesus known and loved on the Tiwi Islands. The school, and Catholic Education Northern Territory, thank them deeply for their service. In particular, we are very fortunate to have had the support of Fr Vince Carroll for the majority of the year to oversee the end of the MSC presence on Tiwi.

Our school continued to develop its partnership with Xavier Catholic College through celebrating joint liturgies. Both schools also came together for a combined Staff Spirituality Day led by Sr Monique which focused on the Gospel idea of "Living Water" and how our Catholic faith can nourish and sustain us through the challenges of life. With COVID still an issue at the start of 2022, MCPS continued to provide opportunities for students to engage in sacramental and parish life where possible. Our Year 4 students received the sacraments of Reconciliation and Communion for the first time and our Year 6 students received the sacrament of Confirmation. It was fantastic to see the local printing workshop Bima Wear back up and running to help produce the special garments for these sacraments along with Patakijiyali Museum and community elders. An excellent example of the work being done in many ways to strengthen community involvement with the work of the school.

Gabriel Rulewiski

Student Enrolment Profile





Year Level	Number of Students	Percentage of Indigenous Students
Pre-School	37	100%
Transition	20	100%
Year One	29	100%
Year Two	28	100%
Year Three	25	100%
Year Four	16	100%
Year Five	23	100%
Year Six	27	100%
Total	205	Average: 100%

Student Attendance

Collection Period	Active Enrolment	Active Attendance Percentage
February (1)	186	32.3
March (2)	190	54.7
May (3)	187	55.1
June (4)	196	46.4
August (5)	201	40.8
September (6)	201	40.8
October (7)	181	55.2
November (8)	182	51.2



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
- Employment of an Indigenous Home Liaison Officer and Behaviour Management 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 e.g., Reward Football on Friday for high attenders, Dedicated Attendance Merit Awards, Yellow Shirt prize presented at Cathy Freeman Awards, Principal's award presented on Monday Assembly
- Programs aimed at promoting positive school attendance e.g., 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.



Staff Profile, Teacher Standards, Qualifications and Workforce Composition

Staff Profile

	Number	Full Time Equivalent
Teachers	22	20.5
Non-Teaching Staff (including assistant teachers) Full Time	45	45
Non-Teaching Staff (including assistant teachers) Part time	5	3.4
Total	72	68.9

Teacher Qualifications

Summary of Teacher Qualifications	Number	Percentage
Post Graduate Qualification	0	0
Bachelor's degree or Equivalent	19	100%
Other Qualifications	0	0

All MCPS staff have Ochre Cards, and all teachers are registered and are financial members of the TRB.



National Assessment Program Literacy and Numeracy- Summary (2008 – 2022)

Year Three

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2019	228	225	253	226	228
2020	N/A	N/A	N/A	N/A	N/A
2021	290	218	228	265	264
2022	247	261	226	268	257

Year Five

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2019	245	227	329	238	261
2020	N/A	N/A	N/A	N/A	N/A
2021	339	294	347	319	342
2022	315	327	373	325	-



SCHOOL IMPROVEMENT AND RENEWAL REPORT (SIRF) 2022

The SIRF panel acknowledges and thanks MCPS for their warm welcome and Tiwi bird carving gifts along with the Tiwi painting presented by Molly Munkara to Greg O'Mullane. The focus for this SIRF visit included attendance, briefing and a focus on Catholic Identity and Pastoral Care and Wellbeing. The attendance and engagement session led by Shane Ponter (engagement officer) elaborated on some of the community initiatives implemented to improve school attendance along with the challenges in this area.

The SIRF panel acknowledges that there has been a high turnover of staff at MCPS this year with an increase in graduate teacher appointments, affecting opportunities and resourcing to support implementation of recommendations from the November 2021 SIRF visit. The panel recommends that the school continues to action recommendations and priorities from the 2021 SIRF report.





Catholic Identity

The panel affirms the outstanding contribution Gabriel has made to the APRE network and the school including the ongoing commitment to embedding culturally responsive pedagogy, language and curriculum and refinement of the 5 TIWI ways of learning. Extension of 5 ways across other learning areas is an area for future growth including the use of Tiwi stories, images and symbols. The combined approach to faith formation and spirituality across MCPS and XCC is a positive direction including the shared Catholic Identity and Formation Day scheduled for August 8, 2022.

With the high proportion of new graduate teachers this year, the school noted the impact this has had on culture and the additional strain on leadership with RE formation. The panel recommends a continued focus on developing pedagogical strategies and models for Scope and Sequence in Religious Education to guide new teachers both local and non-local.

Considerations:

Faith Formation and Religious Education

- Proposal from Gabriel Rulewiski for CENT Catholic Religious Education team to spend a full day in workshop with Milimika, Gabriel and appropriate staff to finalise the Tiwi 5 Ways. This workshop will also include XCC, Catholic Aboriginal Leadership Team (CALT) members and Religious Education Coordinator (REC)
- Long term plan to develop the 5 WAYS – To have a graphic designer work in publishing the individual 'Ways' of learning
- Ongoing support from CENT RE Officers in developing non-local teachers' capacity to teach Religious Education using the TIWI 5 Ways as a culturally responsive approach to teaching and learning in Religious Education
- Inclusion of Indigenous Languages and Culture framework in collaboration with Religious Education Curriculum included in the scope and sequence for the Religious Education Program
- Formation of Non- Local Staff
- Registration of non-local staff in Cornerstones Program – One unit per year to enable understanding of a foundational understanding of a Catholic approach to prayer, Bible- scripture and Catholic Social Justice Principles



Formation and Professional Learning of Local Staff

- Recommendation for a planned approach to supporting the ongoing professional formation and development of the local qualified teachers currently working at the school in collaboration with workforce development, Catholic Identity and RE and teaching and learning team

Recommendations:

1. Access support from CENT Education officer Aboriginal and Islander - Tasha Roe, to support the development of Tiwi culture focus for embedding across all subject areas
2. Development of school scope and Sequence aligned to the Australian Curriculum and the Indigenous Languages and Cultures Curriculum (ILC)
3. Collaborate with the CENT Catholic Identity and RE team in the planning of combined Catholic identity Day to include an integral ecology approach.





Teaching and Learning

The SIRC panel affirms the staff and school leadership team for their efforts educating children in a challenging environment and their commitment to initiatives focused on student engagement. Of particular note is the outdoor bike and cycling program leading to improved student engagement in learning. The Pump Track Project, expected completion at the end of Term 3, is an excellent initiative as an approach to supporting sustainable recreation, fitness and wellbeing for students and demonstrating commitment to community improvement commitment to community.

Although extenuating circumstances and availability of some staff did not allow time for an in depth focus on teaching, learning and curriculum initiatives, the panel recommends that all SIRC visits focus on the strategic goals and progress including evidence in relation to student learning and achievement.

Recommendations:

1. Continue consulting with Education Officers to build teacher capacity i.e., in integrating curriculum and English language & numeracy intervention
2. Liaise with Education Officers-CENT to plan and support whole school training, implementation and embedding of Read Write Inc
3. Re-establish the Language Production Centre and employ a specialist staff member to focus on the development of an agreed Tiwi language that can be taught to students.
4. Develop a professional learning plan for all staff aligned to school priorities.
5. Work closely with the CENT Education Officers to identify priorities and develop an implementation plan incorporating data analysis, goal setting and professional learning
6. Employment of a teacher linguist to support local teachers with the explicit teaching of language regeneration by consulting with the linguist in Wadeye to develop understanding of process for teaching language and build understanding of language acquisition



Pastoral Care and Wellbeing

The SIRF agenda focused on the challenges associated with staff wellbeing, business day scheduling and incentives to attract and retain quality staff at MCPS. The panel commends the school leadership team for their ongoing commitment and programs supporting student wellbeing. These include the Sand play therapy with Kelly (Red Cross initiative) and Cultural Days scheduled by the school each Friday to promote student engagement and attendance. The positive impact of these programs is reflected in the student wellbeing survey with 98% of students identifying the school as a safe place for learning and safe haven in the community.

The challenge of attendance and engagement has certainly been impacted upon by Covid-19, ongoing issues in the community and lack of after school activities. Shane Ponter (School Engagement Officer) discussed the challenges around student attendance causing a drop of 50% compared to previous years. Shane advised that parent engagement, support for school and appreciation for education are low, which is also another factor contributing to low attendance. Gambling has become a bigger issue in the community influencing parents in caring for their children's welfare and wellbeing. Tiwi children are not provided with necessities such as food or clean clothes. There have been reports of children gambling and not sleeping at night.

Recommendations:

1. Continue working with key stakeholders (Milimika team, other schools, other inter government agencies and the wider community) to explore opportunities and initiatives to improve student attendance.
2. Engagement officer to conduct survey with families to understand parent's perception of the school's purpose on Tiwi and engage with parents in conversations to address any low expectations.
3. Promoting going out on country, camping, participating in outdoor educational cultural activities to build Literacy & Numeracy as afterschool activities.
4. Consider employing a counsellor or psychologist to support students and staff.
5. Develop after hours emergency response plan for non-local staff, upgrade housing security to include communication systems with houses after hours (UHF radios and alarm systems with movement



sensor floodlight) and an emergency response plan in consultation with CEO Workplace Health and Safety Manager - Ryan Cooney.

Conclusion

The panel affirms the leadership team and school staff in being proactive in trying new initiatives for their commitment to student learning, engagement, connecting families and wellbeing despite the social issues within the community. The school thanked the SIRC panel's presence and their continued support and working together to find solutions to overcome the present challenges. The SIRC was concluded by a song prayer in Tiwi sung by all staff presenting the school



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 Read Write Inc, Steppingstones 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*.





MCPS School Nutrition Report

This is the income & expenditure statement from January to July 2022 for the School Nutrition Program. The program allows the school to provide three meals each day for all students and employs two staff from the Tiwi community. This program is essential for school attendance as well as ensuring that students are fully ready to learn each day.

Finance

2022 SNP Income V Expenditure

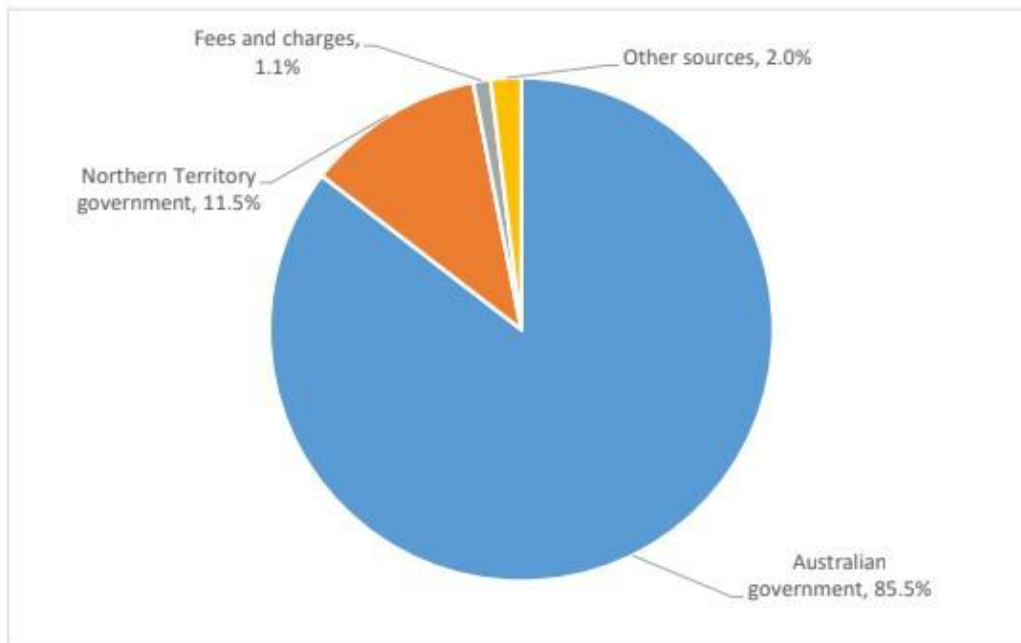
	Income	Expenditure	Surplus/deficit
MC			
	\$ 105,779.65		
Salaries / Wages		\$ 92,190.52	
Operation costs		\$ 15,322.86	
TOTAL		\$ 107,513.38	-\$ 1,733.73
Contributions	\$ 48,546.41		
Food Costs		\$ 63,387.09	-\$ 14,840.68
DEFICIT / SURPLUS			-\$ 16,574.41



Murrupurtiyanuwu Catholic Primary School School annual recurrent income 2022

School recurrent income 2022

Source	Amount	Proportion
Australian government	5,834,428	85.5%
Northern Territory government	783,398	11.5%
Fees and charges	76,358	1.1%
Other sources	133,410	2.0%
Total	6,827,594	100.0%



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



Parents /Carers and the Community

MCPS Leadership and the Milimika team are constantly discussing and involving themselves with the community on various events and issues. Many of the related topics are as follows:

- Covid 19 Meeting with Community stakeholder's police Tiwi Land Council
- Youth Masses organised by the REC Gabriel Rulewski
- Walk to school with our partnership with Cathy Freeman Foundation
- School Disco organised by MCPS teachers
- Open Day in conjunction with Cathy Freeman and MCPS
- Attend and participate in youth and community meetings
- Communication through newsletters, facebook, Sunday mass and Tiwi Notice board
- MCPS school Fete.

The school always gets plenty of praise and support from the community around its involvement.

Endorsements

The Principal of Murrupurtiyanuwu Catholic Primary School Wurrumiyanga recommends to the Director of Catholic Education Office NT, the 2022 School Annual Report.



Kellie McGinlay

(Current Principal)

On behalf of:

Berkley Muldoon

Principal (2022)

Date: 26/5/2023

Paul Greaves

Director (CEO)

Date: 29/5/2023