Vision Statement

Mäpuru Christian School strives to be an active member part of a much larger Christian community learning together to live life as God intended, offering hope for the world. The school strives to uphold Christian values in all school matters, within the curriculum and in all its dealings with students, parents and broader community. In doing so, the school aims to support parents, students and teachers to practice an inclusive Christian theology where Yolngu traditions, knowledge, cultural practices and languages are respected. This vision includes:

- Supporting Mäpuru parents and community to live with dignity on their sacred ancestral estates as God intended.
- Supporting the teaching of, and respect for the sacredness and spirituality of the environment within an encompassing system of Yolngu kinship.
- Actively supporting Mäpuru people to maintain their independent community lives, enabling them to do, to manage for themselves.
- Supporting the development of a broad inclusive Christian community within east Arnhemland.
- Offering Mäpuru parents and community hope and stability in an ever changing world.
- Offering an inclusive school curriculum, embedded in Yolngu knowledges and Mäpuru’s micro-enterprises.
- Encourage and support non-Yolngu staff and family members to actively participate in community activities, and to learn a Yolngu language and use Yolngu kinship within the school and wider community.

Principal’s Message

During 2011 Mäpuru Christian School continued its journey to realise the elders’, past and present, vision of a school to enable its children to live independent lives of dignity on their ancestral estates. Whilst 2010 was the school establishment year, 2011 was our first year of consolidation.

Mäpu community have continued to give their time, advice and knowledge openly and generously to guide the development of our curriculum, procedures and policy implementation.

The primary class worked with three different teachers during 2011. Despite this staffing turnover (and related lack of appropriate teacher housing), the primary children made good progress, which is testimony to the strength and determination of the Yolngu teachers as well as to the high quality of all three teachers we were able to employ.

The Secondary students also made good progress, again testimony to the dedicated teaching team working to meet the diverse needs in this class.

2011 was a year of knowing ‘first achievements’. Students, Teachers and family members are beginning to see aspects of their vision achieved alongside seeing more possibilities of a community controlled Christian school, and are eagerly moving forward on this journey together, as a whole school community.
School Profile

Mäpuru is located 500kms east of Darwin in Arnhem land. Access is difficult from major transport routes, accessibility being dependent on weather conditions. This strongly impacts on student numbers that are high during the dry season with easy road access and low during the wet when there is no road or air access.

Mäpuru Christian School is a small school, offering a preschool to Year 10 program. Classrooms are multi-age and multi-level.

Total Number of Students: 58

Primary Class
Number of Students: 32 Gender: 13 female, 19 male
Age range: 3 years (preschool) - 10 years (Yr 5)

Secondary Class
Number of Students: 28 Gender: 12 female, 16 male Age range: 11 years (Yr 6) – 21 years (Yr 10)

Curriculum
Mäpuru Christian School follows a community negotiated multi-lingual curriculum that realises the educational goals of its community alongside their vision of Christian community education. The NT Curriculum Framework (2009) is the basis for all learning programs and the school has started examining the Australian Curriculum Framework. Mäpuru Christian School’s curriculum goal is for students to become successful learners who are not only confident and creative individuals but active and informed citizens whose futures radiate the hope of dignity and independent lives.

Year 9 and 10 students also participate in VET programs when offered at Mäpuru.

Pedagogy
Pedagogy at Mäpuru Christian School is targeted to the Standards taught. It adheres to NTCF Policy Statement 2, using evidence based teaching and learning pedagogies that close the gap between the learners’ current achievement levels and targeted outcomes.

As a Yolŋu Christian School, Yolŋu pedagogies are used to deliver a range of programs including Indigenous Language and Culture programs. This includes bilingual and bi-cultural instruction for conceptual and literacy development in students’ first language Djambarrpuyŋu, bridging English language and literacy skills to deeper levels of understanding. To this end, classrooms are a working partnership between Yolŋu and Balanda teachers.

English as an Additional and Second Language pedagogies are utilized alongside bilingual pedagogies enabling students to learn in, through and about English as they study the range of Learning Areas across the curriculum.

Literacy approaches include Do – Talk - Record alongside Walking Talking Text ESL methodology. These approaches support the strong partnerships that Mäpuru adults have expressed as a non-negotiable practice of the school, that the non-Indigenous teachers don’t take over and move so fast that it leaves the Yolŋu teachers behind. These approaches form part of a planning process at MCS, enabling Yolŋu teachers to be thoroughly skilled to plan, prepare and teach alongside the classroom teacher. This has been invaluable, enabling the Yolŋu teachers to mentor the new Teachers to the school and to carry the teaching and learning program enabling students to continue making progress when teaches have left the school. Numeracy pedagogy includes the Building Community Capital to Support Sustainable Numeracy project, which the Yolŋu teachers are highly skilled at implementing.

A strong emphasis on real life, directed investigations in the Mäpuru living and working context is used.

Note: The term Assistant teacher is not used at Mäpuru. Instead we refer to our co-teachers as Yolŋu teachers, a respectful term acknowledging the depth of knowledge and experience these teachers bring to their classroom practice. Mäpuru’s Yolŋu teachers do much more than
‘assist the teacher’, they are expert teachers in their own right, teaching the non-Indigenous teachers and striving to complete formal teaching qualifications.

**Australian Government Literacy and Numeracy LNSLN Targeted Programs**
This project is developing targeted literacy programs and resources aiming to increase literacy outcomes for Mäpuru’s primary and secondary classes.

**Australian Government Country Areas Program**
This continues the development of a student run store, for purposeful, applied English communication, literacy and numeracy development and consolidation in the school.

**Additional Teacher Funding**
Mäpuru Christian School is eligible to receive ‘Additional Teacher’ funding from the Commonwealth Government and has directed this funding towards the employment of a second teacher at the school.

**School Leadership**
The School is led by the Mäpuru community, acting as School Council, in partnership with NTCSA and the Principal and teaching team.

School – community meetings take place as necessary, usually twice a term, to seek guidance with school decisions. Decisions are usually made by consensus. An item is raised, Yolŋu teachers lead the discussion in Djambarrpuynu, then parents and community have a few days to a week to discuss further. Another meeting takes place to form a consensus. The ultimate responsibility rests with the Principal to ensure decisions fall within NTCSA policy, are in the best interest of the student and community body, and for the longevity and quality of the school.

**Capital Improvements**
Teacher accommodation, in the form of a 3 bedroom house commenced in 2010 and was completed at the beginning of 2011. This included installing a generator in a new shed which is attached to the school building, to back up the new school’s solar system which also feeds the power demands of the teacher accommodation.

NT Department of Education installed a new satellite dish to install the NT Schools ICT network.

An application to the Block Grant Authority for a basketball court was successful in 2011, and depending on land tenure/school longevity agreements with DEWR will be built during 2012.

Another application to the Block Grant Authority for a new one bedroom house was lodged during 2012.

A new water tank to supply both school and teacher accommodation is desperately needed.

**Current Condition of School Facilities**
The school buildings consist of two blocks.

Block one, built in 1990, is run down and needs minor repairs, vermin proofing, replacing damaged verandah boards and repainting. A one panel solar system is installed which is not adequate to meet the needs of this building and urgently needs to be upgraded, in order to power fans and lights. This building is placed on steel piers, approximately one meter above the ground which are rusting through at ground level.

Block 2 built in 2007, is in good condition. A student toilet block was included in the 2007 building program which consists of a male and female section containing a single pit toilet and single shower room each. This is in good condition.

One 3 bedroom house for teacher accommodation is in excellent condition. The school urgently requires another teacher house.

There have been no critical incidents over the past 12 months.
Staffing Information

1 x Teaching Principal (Masters Applied Linguistics, Bachelor of Education, Diploma of Teaching)
1 x Classroom Teacher Penny Whittaker/ Danielle Yakubu and Nia Emmanouil (Diploma of Teaching, Early Childhood, Graduate Certificate of TESOL)
2 x Bilingual Yolŋu (Assistant ) Teachers
   Jackie Duluwidi (Cert 3 Education Support)
   James Burkiyalawuy
2 x Trainee Bilingual Yolŋu (Assistant ) Teachers
   - Roslyn Malngumba (Cert 3 Education Support)
   - Rebecca Gamadala

Teacher Participation in PD activities
- Daily Lesson planning in teaching teams
- Daily learning together session in teaching teams that includes supporting Yolŋu (assistant) teachers fulfill requirements of Certificates in Education Support
- Ongoing PD in Cert 3 and 4 Education Support for Assistant teachers
- Ongoing school based PD for literacy, computing skills, Yolngu language and culture etc
- Christian Education National conference

Highlights
- Representation (and sometimes 100% of adults) from every household at every school council meeting and school assembly.
- The proud parents and grandparents watching their children read, role play and sing at end of term assemblies. Grandparent and parents’ humble giggles and acceptance of awards for the school’s recognition of how hard they work to feed, clothe and encourage their children to come to school everyday.
- Roslyn Malngumba completing Cert 3 in Education Support
- Seven Year 10 students completing a VET course, Cert 1 in Infrastructure and Grounds Maintenance, thanks to a partnership between Mäpuru, Marthakal and CDU.
- Children arriving at school sometimes up to an hour before the school bell and others running to school to arrive before the bell rings.
- NTCSA answering our call for help after being isolated for 3 months with no airstrip due to heavy rain, and working with Marthakal to install drainage across the airstrip
- The atmosphere of successful learning in each classroom is palpable, with students displaying a knowing confidence that they ARE successful learners. Students’ reading is making excellent progress with the regular attenders in the Secondary class leaping 3 reading year levels during 2011. Students’ learning how to learn skills in the western classroom are also making good progress.

Student Welfare

MCS adheres to the policies and protocols of NTCSA regarding pastoral care. The Yolŋu teachers represent the diversity of households at Mäpuru. Under the wisdom and guidance of the three community matriarchs, these teachers communicate daily with families about their children. In reality, the entire school community is family, non-Indigenous teachers as well. It is a very close community where there is an abundance of care and acceptance, and open communication.
Teaching and Learning: Student Outcomes

Average Student Attendance during 2011

NAPLAN Results

Students at Mäpuru Christian School are not yet able to access national year level assessments aimed at mainstream students. Although students are making strong academic progress, this is not measured via NAPLAN results. No students have achieved national benchmarks in any of the specified areas.

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Preschools (where applicable)

There is a maximum of 4 of 5 children who attend Mäpuru Preschool. Preschool students catered to within the Primary classroom and are supported by both the class teacher and 2 Yolnu teachers in that classroom. Preschool students are encouraged to return home after the morning 3 hour program.
Student Retention

Mäpuru Christian School is registered from Preschool to Year 10 therefore does not retain student to Year 12. Students over 16 are encouraged to continue their schooling and remain in the Year 10 class where literacy and numeracy programs are applied to practical living skills.

Policy Development and Review

NTCSA has engaged a policy development officer to review and develop policies, guidelines and supporting documents for the Association. These documents inform and sit alongside individual school policies.

Policies that were developed and approved by the Board in 2010

Policy Development Policy
Unpaid Leave Policy Paid
Personal and Carer’s Leave Policy
Long Service Leave Policy
Parental Leave Policy

Policies that were developed largely during 2010 but were approved by the Board in early 2011

Conflict Resolution Policy Students with a Disability Policy
Occupational Health and Safety Policy

Policies that were developed largely during 2010 but are yet to be finalised

Child Protection Policy
Mandatory Reporting Policy
Response to Allegations of Misconduct by Staff Policy
Bullying and Harassment Prevention Policy
Recruitment, Selection and Screening of Staff Policy
Stewardship Policy Guidelines for Staff-Student Interaction
Guidelines for Camps and Excursions

Existing Policies that are currently under review

Child Safety and Protection Policy
(Draft) Library Policy Teaching of Creation Policy
Appraisal – Teaching and Capacity Building
Process Fee Billing and Collection Policy
Smoking and NTCSA Schools Policy
Camps and Excursions
Duty of Care

Current Board Policies are available to all staff via the NTCSA Intranet. At this moment in time NTCSA policies are not made generally available to the public, though after this current process of policy development and review has concluded appropriate policies will be made available more generally. All policies are made available within the community and to the public on request.

Parent Involvement

Mäpuru consists of nine households. The Yolŋu teachers are drawn from three of these nine households. MCS is making every attempt to include adults from all households when further paid work is available through our afternoon electives program and school maintenance program.
As stated earlier, MCS has representation (and sometimes 100% of adults) from every household at every school council meeting and school assembly. Elders are enthusiastic to have their family stories documented and included in the school’s literacy programs. We only have to ask for help and these elders are at the school or our homes ready and responsive.

One Yolnu teacher, Jackie Nguluwidi completed a survey for his Certificate 4 in Education Support regarding parent and student satisfaction with the school. All parents responded that they were happy with the school, especially the material and community development benefits.

The cessation of Assistance for Isolated Children funding to parents due to the school changing from a NT DET school to an independent school continues to be of concern to parents. MCS has enrolled all Secondary students on Abstudy.

### Financial Summary

- Private income $17,671
- Recurrent income $1,056,555
- Capital income $0

### School Self Assessment Recommendations and Commendations

In 2011, Mäpuru Christian School used the ‘School Improvement and Renewal Framework’ (SIRF) to complete a self assessment in the following areas. The results are listed below.

**Community and Culture**

1. Begin to document practices and protocols which have previously been verbally endorsed by the School Council/community representatives.

2. Continue with the already strong practice of including School Council/community representative in decision making process regarding curriculum, new projects and school infrastructure needs.

3. Begin to document protocols, processes and practice regarding ‘School and Community – working in true partnership’. This open, welcoming and flexible partnership is critical in developing a strong and lasting foundation for the school. Factors that will ensure this partnership remains strong include the acknowledgement of the sacredness of the partnership in Yolnu community, environment and World View.

4. Continue the strong practice of embedding local cultural knowledge and values into curriculum through; Elders leading curriculum on local history/culture, whole community & school learning together on excursions, document learning through videos, class books and displays of student’s work and continued focus on NTCF Indigenous Language & Culture outcomes.

5. Facilitate workshops with the School Council to document the Vision and Mission of the school. Include accredited interpreters to ensure common understandings are developed/shared. Look to include a broader range of appropriate stakeholders in these workshops.

6. Continue with regular staff meetings for the purposes of Devotions, daily planning, reflection & sharing. Ensure that Minutes are recorded and kept for all meetings.

7. Utilize PD opportunities available through NTCSA.

8. Subscribe to ATESOL membership.
9. Investigate options to provide a relief teacher in order to allow the Principal time to providing mentoring and modeling in team teaching activities.

**Teaching and Learning**

1. Provide release time for teachers in order to develop a whole school curriculum map with a focus on literacy and numeracy catering to ESL learners and incorporating topics of cultural significance into relevant KLA’s.

2. Seek access to a skilled mentor to provide support in using Australian Curriculum to cater to multi-age/level programs.

3. Develop a greater focus on numeracy and other KLA’s in weekly programs.

4. Investigate options for employment/accommodation for a 3rd teacher in order to better cater to student learning needs in an ESL context.

5. Develop appropriate assessment tools for speaking, listening and numeracy outcomes.


7. Seek support from a skilled mentor to assist with development of appropriate numeracy curriculum and assessment.

8. Trial use of video footage to document student achievements/progress.

9. Develop tasks and opportunities for students to conduct ‘self-assessments’.

10. Ensure consistent delivery of the daily ‘numeracy’ sequenced activities.

11. Continue to employ community members to support in the delivery of knowledge/understandings in other KLA’s.

12. Improve use of ICT in classrooms by including activities such as listening posts, digitized sound recordings for student assessments, developing word processing skills and developing a range of interactive literacy computer games.

13. Continue to mentor Yolŋu teachers to increase their own ICT skills and capacity.


15. Continue to support Yolŋu teachers to develop skills and understandings in formal programming and assessment, in line with current Cert III & IV Education Support studies.

16. Provide opportunities for new teachers to receive extensive mentoring both pre and post employment in the areas of planning and programming with Yolŋu teaching staff, competencies in operating in an Indigenous EAD classroom and cultural mentoring.

17. Look to recruit teachers who have experience in/have completed Yolŋu Language and Culture courses and ESL/EAD courses.

18. Develop a school orientation/induction handbook.

**Future Priorities**

As well as continuing to implement the above recommendations, Māpuru will also conduct 2 further areas of self assessment using the SIRF process.

Securing an additional teacher house is vital for the future success and stability of the school.
Ms Linda Miller
Principal

Mr Geoff Bateman
Chief Executive Officer

25 May 2012
Date