

2019  
ANNUAL REPORT

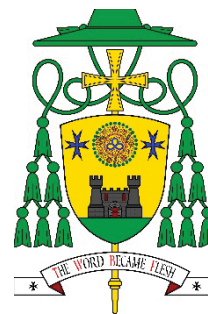
*Faith in their future*



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## LETTER OF TRANSFER



The Most Rev Charles Gauci  
Bishop of Darwin  
GPO Box 476  
Darwin NT 0801  
Dear Bishop Gauci

On behalf of the Catholic Education Council of the Northern Territory, we present you with the Catholic Education Northern Territory Annual Report for the year 2019.

The Australian Government's commitment to funding non-government schools has provided Catholic Education in the Northern Territory (CENT) choice and affordability for parents over the next decade as our schools transition to the new Direct Measure of Income (DMI) funding arrangements.


The Catholic Education Office (CEO) continues to focus on the Key Areas of the 2018 – 2022 Strategic Plan, through its active and layered engagement with school communities in endeavouring to deliver quality service and support to eighteen Catholic schools in the Northern Territory.

The development of a Reconciliation Action Plan (RAP) for the system, and with schools developing their own, provides a clear focus on the role and contribution of Aboriginal staff in our system. In conjunction with the RAP, the Aboriginal Workforce initiative also drives strategy around ongoing skills enhancement.

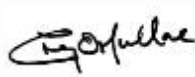
The CEO continues to represent NT Catholic schools in its liaison with the Australian and Northern Territory Governments on a range of important issues such as school funding, support for special needs students, student wellbeing, boarding facilities, capital subsidy, development of new sites and building projects to provide excellent quality and delivery of education to children in our care.

This Annual Report reflects the accountability and governance responsibilities of the Catholic Education Council (NT) in relation to our Strategic Plan in the Key Areas of Catholic Identity; Leadership; Teaching and Learning; Pastoral Care and Wellbeing; Community and Culture; and Finance, Facilities and Resources.

We acknowledge and commend the commitment of all our staff and leadership to nurture and empower children in our care to grow into independent and responsible young adults with *faith in their future*.



David Reilly  
Chair  
Catholic Education Council of the Northern Territory  
Diocese of Darwin  
26 June 2020



Greg O'Mullane  
Chair  
Catholic Education Northern Territory  
Diocese of Darwin

# CATHOLIC EDUCATION COUNCIL OF THE NORTHERN TERRITORY

The Catholic Education Council of the NT (CEC NT), established by the Bishop of Darwin, is the key advisory and consultative body on all matters relating to education within the Diocese and reports to the Bishop. Members of the CEC NT assist the Bishop in the exercise of his ecclesiastical, educational and legal authority and responsibility for Catholic Education in accordance with the provisions of Canon Law (Canon 803 #1; 806 #2) and the Catholic Church in the Northern Territory Act 1979 (as amended).

The objectives and functions of the Council are to serve the Church and the community by assisting in the over-sighting and promotion of Catholic education in the Northern Territory. This is done in conjunction with the Catholic Education Office hereinafter referred to as 'CEO' in accordance with the authority entrusted to the Council by the Bishop of Darwin.

Services to Catholic education in the Diocese of Darwin are provided by the Catholic Education Office and guided by the Council. While both these bodies have their own specific role and function, they complement each other in striving to preserve and strengthen an effective Catholic Education System in the Diocese of Darwin. Relationships between the CEC NT and the CEO will be informed by a spirit of cooperation and openness, each body mindful of its proper role:

- To foster unity of purpose and to enhance the coordination on matters of common concern amongst all involved in Catholic education in the Northern Territory.
- To ensure all policies embody the Catholic ethos, building a community of faith and encouraging learning for life.
- To recommend policy on matters relating to Catholic education to the Bishop.
- To recommend guidelines in order to assist in the overall religious education of Catholics in the Diocese.
- To provide a link between Catholic education in the Northern Territory, the National Catholic Education Commission and other relevant ecclesiastic bodies at state, national and international level.
- To advise on dealings with Governments, public authorities and other funding providers regarding the philosophy and the needs of Catholic education.
- To provide guidance and support for individuals and groups responsible for the provision and management of Catholic education in the Northern Territory, including the CEO, principals, school leadership, parish priests and Advisory School Boards.
- In collaboration with relevant stakeholders to make recommendations regarding any major alterations in the provision of Catholic education in the Diocese such as the extension, reorganization, establishment and closure of education facilities.
- To recommend the allocation of funds provided by the Northern Territory Government, the Australian Government, and other funding providers.
- To oversee the budget and financial management of the Catholic Education Northern Territory.



## Membership

Council members from the Northern Territory are appointed by the Bishop. Members appointed represent the interests of students, parents, priests, religious, principals, teachers, Aboriginal communities and students with special needs in the Diocese. Members should be knowledgeable and have a commitment to Catholic education in the Northern Territory.

Membership is representative and not constituency based, with an expectation to contribute knowledge and expertise to fully engage in dialogue and decision-making processes.

## President

The Most Rev Charles Gauci, Bishop of Darwin

## Executive Officers

Chairperson	Mr David Reilly
Deputy Chairperson	Br Anthony Caddy FMS
The Director of Catholic Education (Ex-Officio)	Mr Greg O'Mullane

## Ordinary Members representing following Deaneries

Vicar General or Chancellor	
	Fr Malcolm Fyfe MSC
Principals' Representative	
	Mr Denis Graham
Priests	
	Fr Leo Wearden, MSC
Parents	
	Mr Sean Parnell (Resigned May 2019)
	Mr Anthony Burton
	Mrs Lorraine King
	Mrs Loretta Hagan
Aboriginal Representation	
	Ms Stacey Parker

	Mrs Concepta Orsto
Special Needs Representative	
	Mrs Maria Pia Gagliardo (Resigned March 2019)
Community	
	Dr Nicole Johnson
	Mr Peter Caldwell
	Mr David Reilly
Teacher	
	Cameron Hughes
Ex-Officio	
Director of Catholic Education	Mr Greg O'Mullane
Deputy Director Teaching & Learning	Mr Chris Pollard (Semester I) Mrs Jacqui Langdon (Semester II)
Deputy Director School Services	Mr Lindsay Luck
Leader of Catholic Identity	Ms Laura Avery
Principals' Consultant	Ms Bernadette Morriss

The three Executive Officers met to monitor and advance the work of the Council on:

- 5 March 2019
- 14 May 2019
- 10 September 2019
- 12 December 2019

Council met once each term during 2019 at the following locations:

22 March	Catholic Education Office, Darwin
31 May	Catholic Education Office, Darwin
27 September	Catholic Education Office, Darwin
4 December	St John's Catholic College, Darwin

## FOCUS DISCUSSIONS - 2019

Key focus discussions at Council meetings considered and furthered the progress of:

- Funding under the Australian Education Act 2013 from the Australian Government
- NT Government non-government schools per capital funding
- School shares of funding under the Australian Education Act 2013
- CEC Education Action Research for Eastern Arrernte Catholic Families in Central Australia, review of historical developments in education and community development in Central Australia
- Pastoral Care and Wellbeing Policy for CENT
- Mandatory Reporting Policy
- School Reserves Policy
- Delegation Policy
- Reconciliation Action Plan for CENT
- Aboriginal Workforce Development Strategy
- Work Health & Safety
- Modern Slavery Act 2018 implementation in the Diocese of Darwin
- Catholic Professional Standard Ltd – compliance and audit
- Chaplaincy Program
- St Joseph's Catholic Flexible Learning Centre, Alice Springs – New site
- St John's Catholic College – Boarding
- Strategic Direction
- Capital Projects through BGA and BBS programs

## COUNCIL STANDING COMMITTEES – 2019

Six permanent Standing Committees have been established to report to Council on the six Key Areas of the Strategic Plan of Catholic Education Northern Territory.

Membership of the Standing Committees are determined by the Council, with at least one member of each sub-committee being a Council Member.

Catholic Identity	Ms Laura Avery	Leader of Catholic Identity
Leadership	Mr Greg O'Mullane	Director of Catholic Education
Teaching & Learning	Mr Chris Pollard (Semester-I) Mrs Jacqui Langdon (Semester II)	Deputy Director Teaching & Learning

Finance, Resources & Facilities	Mr Lindsay Luck	Deputy Director School Services
Community & Culture	Br Daniel Hollamby	Principals' Consultant Support Officer
Pastoral Care & Wellbeing	Mrs Bernadette Morriss	Principals' Consultant

## CATHOLIC IDENTITY STANDING COMMITTEE

The Catholic Identity Standing Committee is responsible for advising the Council on policy development, reporting on religious education and curriculum programmes to promote quality Catholic education in diocesan schools and religious education to Catholic students in government schools as per the Standing Committee's Terms of Reference.

### Membership

Laura Avery	Catholic Education Office	(Leader) Catholic Identity
Robyn Craig	Catholic Education Office	EO Religious Education
Jo Martorella	Mother Teresa Catholic Primary School	Principals' Representative
Hannah Foody	Holy Family Catholic Primary School	Professional expertise
Shannon Cattell	St Francis of Assisi Catholic Primary School	Professional expertise
Clalia Marr	Catholic Community	Professional expertise
Tony Cunningham	Diocesan Office	Professional expertise
Sean Parnell	Catholic School Parent	Parent representative

Meetings 2019	27 February	13 May	19 August	5 November
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## LEADERSHIP STANDING COMMITTEE

The Leadership Standing Committee is responsible in advising the Council on matters relating to leadership of schools, School Improvement and Renewal Framework, formation review, leadership appraisals, development of policies, processes and practices in nurturing of leaders as per the Standing Committee's Terms of Reference.

### Membership

Greg O'Mullane	Catholic Education Office	(Leader) Director of Catholic Education
David Reilly	Catholic Education Council NT	Chair
Shane Donohue	Holy Family Catholic Primary School	Principals' Representative
Andree Rice	Xavier Catholic College	Principals' Representative
Margie Talbot	Mother Teresa Catholic Primary School	Professional expertise
Paula Sellars	Holy Spirit Catholic Primary School	Professional expertise
Nicholas Jack	O'Loughlin Catholic College	Professional expertise

Meetings 2019	4 March	13 May	9 September	11 November
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## TEACHING AND LEARNING STANDING COMMITTEE

The Teaching & Learning (T&L) Standing Committee is responsible for advising the Council on policy development and reporting on the implementation of policies based on principles of Catholic teaching and practice, to serve the educational ministry of the Diocese as per the Standing Committee Terms of Reference.

### Membership

Chris Pollard	Catholic Education Office	(Leader) Deputy Director T&L (Semester I)
Jacqui Langdon	Catholic Education Office	(Leader) Deputy Director T&L (Semester II)
Adriaan Du Plessis	Catholic Education Office	Leader of Inclusion Support Services
Denis Lee	Catholic Education Office	Leader of T&L
Rhett Bowden	O'Loughlin Catholic College	Principals' representative

Jason Tutty	O'Loughlin Catholic College	Professional expertise
Cherilyn Hughes	St John's Catholic College	Professional expertise
Roxy Claire	MacKillop Catholic College	Professional expertise (Term 1)
Kathryn Ezzy	MacKillop Catholic College	Professional expertise
Frances Enilane	St Francis Xavier Catholic School	Principals' representative
Rachael McDowall	Sacred Heart Catholic Primary School	Professional expertise
Loretta Hagan	Catholic School Parent	Parent representative

Meetings 2019	27 February	22 May 2019	20 August	13 November
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## FINANCE, RESOURCES & FACILITIES STANDING COMMITTEE

The Finance, Facilities & Resources Standing Committee is responsible in advising the Council on policy development and implementation of approved policies and making recommendations for approval on issues relating to finance and planning at school and system levels as per the Standing Committee's Terms of Reference.

### Membership

Lindsay Luck	Catholic Education Office	(Leader) Deputy Director School Services
Peter Caldwell	Catholic Education Council NT	Member
Greg O'Mullane	Catholic Education Office	Director of Catholic Education
Tom Pearse	Catholic Education Office	General Manager Finance
Gary Pollock	Catholic Education Office	Manager Infrastructure
Cameron Hughes	St John's Catholic College	Principals' representative
Todd Sparrow	Darwin Diocesan Office	Darwin Diocesan Development Fund

Meetings 2019	5 March	28 May	13 August	29 October
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## COMMUNITY & CULTURE STANDING COMMITTEE

The Community and Culture Standing Committee is responsible in investigating, providing advice, and making recommendations to the Council on matters regarding Community and Culture policies, processes and practices that contribute to the value and acknowledgement of cultural diversity within school communities, the development of key cultural relationships within schools and external organizations as per the Standing Committee's Terms of Reference.

### Membership

Br Daniel Hollamby	Catholic Education Office	(Leader) Principals' Consultant
Robyn Craig	Catholic Education Office	RE Team
Selena Martin	St Joseph's Catholic College, Katherine	Religious Education Coordinator
Melanie Luck	St John's Catholic College	Aboriginal Parent & Staff member
Christie Jacobs	Sacred Heart Catholic Primary School	Aboriginal & Islander Education Worker
Elizabeth Rayner	Our Lady of the Sacred Heart Catholic College, Alice Springs	Teacher & Indigenous Co-ordinator
Rhett Bowden	O'Loughlin Catholic College	Principal
Anthony Burton	Catholic Education Council NT	Member
Pauline Schober	Catholic Education Office	Manager Aboriginal & Islander Education – Engagement & Workforce Development

Meetings 2019	20 February	15 May	15 August	6 November
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## PASTORAL CARE & WELLBEING STANDING COMMITTEE

The Pastoral Care and Well Being Standing Committee is responsible in investigating, providing advice, and making recommendations to the Council on matters regarding Pastoral Care and Wellbeing including policies, processes and practices that contribute to curriculum, assessment and reporting in schools as per the Standing Committee's Terms of Reference.

## Membership

Bernadette Morriss	Catholic Education Office	(Leader) Principals' Consultant
Anne-Maree Fewtrell	Catholic Education Office	Professional expertise
Cheryl Edward	Catholic Education Office	Professional expertise
Lorraine King	Catholic Education Council NT	Parent
Christine Smith	Catholic Education Office	Professional expertise
Darryl Funnell	Catholic Education Office	WHS Manager
Geraldine Mulvahil	Sacred Heart Catholic Primary School	Primary Schools
Steve Versteegh	O'Loughlin Catholic College	Secondary Schools
Michael Graham	MacKillop Catholic College	Professional expertise\ Deputy Principal
Sunniva Antonucci	St Joseph's Catholic College	Deputy Principal
Vikas Pawar	Catholic Care NT	Catholic Care

Meetings 2019	7 March	29 May	29 August	21 November
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## CATHOLIC EDUCATION OFFICE

The Catholic Education Office (CEO) works in partnership with Catholic schools, families, parishes and the wider community to serve and lead Catholic Education in the Northern Territory, for the achievement of excellence and equity in education, inspired through the Gospel of Jesus.

The CEO provides a range of services and support to enhance the quality of education available to students in the following Key Areas of the School Improvement and Renewal Framework (SIRF):

- Catholic Identity
- Leadership
- Teaching and Learning
- Finance, Facilities and Resources
- Community and Culture
- Pastoral Care and Wellbeing

The Catholic Education Office is responsible to the Bishop of Darwin for:

- policy advice;
- disseminating information pertaining to approved educational, pastoral care and administrative policies to schools;
- fostering policy implementation and evaluating their effects in Catholic schools; and
- reporting to the Catholic Education Council of the Northern Territory (CEC NT).

The Catholic Education Office works closely in partnership with schools, parishes, school boards, teachers, parents and communities in promoting Catholic Education and assisting schools in fulfilling their educational and pastoral responsibilities.



## OUR VISION

We, the Catholic Education family in the Northern Territory, walk together as a community in faith, through our service to each other, with our schools and our parishes, reaching out to the wider community for the achievement of excellence and equity in education inspired through Gospel of Jesus.

## OUR MISSION

### **FAITH:**

We share and grow as Eucharistic community by celebrating our faith in prayer. We accompany one another in this journey in processes that are systemic, collaborative, graduated and ongoing.

### **SERVICE:**

We foster positive relationships based on the model of Jesus as servant leader, promoting a culture of systematic, informed and collaborative growth.

### **COMMUNITY:**

We work together, with a spirit of generosity and mutual support to build strong and inclusive Catholic communities.

### **DIVERSITY:**

We value and use our diverse gifts, talents and experiences to shape our future.





# CATHOLIC IDENTITY

## RELIGIOUS EDUCATION

### Journey in Faith

The units in 'Journey in Faith' underwent significant changes in its units as a result in the shift from twelve Key Ideas to five Knowledge Strands, namely:

- God, Us and Faith
- Prayer and Sacramentality
- Sacred Texts
- Moral Life
- Church for the World



A 'Wisdom' skills and disposition strand was developed as an integrated strand. The Wisdom strand aims to enhance the 'deep skills' and wisdom that students develop as learners alongside their growth in knowledge and understanding.

Most schools have trialled one or more of the Knowledge Strands during 2019 and feedback received has been overwhelmingly positive.

During Term 1, in consultation with teachers and Religious Education Coordinators a template for planning purposes was developed based on the 'Understanding by Design' (UbD) principles. Using the Enduring Understandings and Doctrinal Elaborations from the South Australian Curriculum, Catholic Education Northern Territory (CENT) created an Achievement Standard for each year level as well as a Fertile Question (to be used as part of a larger Inquiry topic). Formative and summative assessments are included as well as an assessment rubric.

A series of learning strategies is available for teachers to access, which include resources and links to relevant online sites. Teachers are also supported with general background information on the topic including specific information for individual units. The intention being that this would form the basis of a staff meeting prior to the teaching of these units.

Work progressed to complete the unit plans of the first three of the five Knowledge Strands which were released to teachers, who provided continuous feedback that enabled relevant changes to be made to the units by the year end.



Schools have been advised to teach the units in the following suggested sequence, however ultimately each school will decide on the sequence that works best for the school community:

- Term 1 God, Us and Faith
- Term 2 Sacred Texts and Prayer and Sacramentality

The fourth and fifth Knowledge Strands are expected to be completed in Semester 2, 2020:

- Term 3 Moral Life
- Term 4 Church for the World

Following the revisioning of Journey in Faith, the following two documents were published for schools to use in 2020:

- Philosophy Statement on the Use of Scripture
- Purpose of Religious Education



## ABORIGINAL CATHOLIC COMMUNITY SCHOOLS REPORT

The Aboriginal Catholic Community Schools (ACCS) focussed on the following areas during 2019:

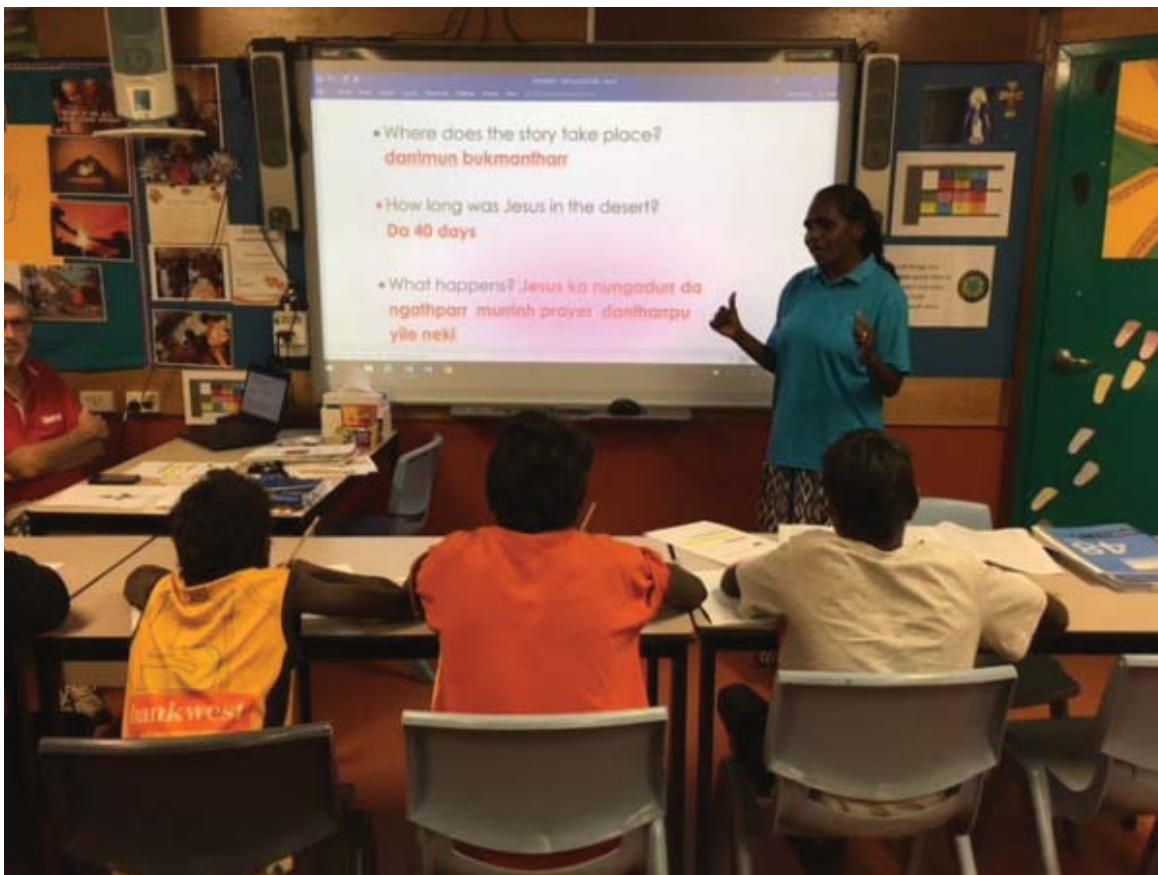
- Developing Learning Maps to enhance planning
- Using Worlds of the Text framework for unpacking scripture
- Implementing high impact instruction for our students
- Tyson Yunkaporta: 8 Ways Learning

The 8 Ways Learning will be invaluable in reviewing the ACCS Religious Education (RE) units scheduled for 2020 school year.

Several ACCS offered a SACE 10 credit Integrated Learning RE Aboriginal Spirituality for senior students. This commendable achievement was made possible by the work of the local teachers and support of non-local teachers in the school communities.

Discussions continued during the year around upskilling of Assistant Teachers in all ACCS. Several ACCS have Assistant Teachers delivering the ACCS Religious Education Program. Further skilling of Assistant Teachers will be a focus in 2020.

Discussion and planning around Human Sexuality Programs in ACCS continued during the 2019 school year. Some schools started to create programs, while many other schools are looking to enhance existing health programs already in place in their communities. It will be important to highlight the Catholic perspective in these programs. This work will continue in 2020.





## SENIOR SECONDARY RELIGIOUS EDUCATION

CENT undertook to review Senior Secondary Religious Education offerings in response to a combination of factors including, but not limited to:

- A meeting in 2018 of Urban Secondary Principals where numerous challenges were raised.
- The discontinuation of Certificate III in Christian Ministry and Theology at MacKillop Catholic College.
- A perceived movement of students out of Catholic secondary schooling in the senior years due to the compulsory nature of Religious Education.
- A genuine desire to provide the best outcomes and engagement for students in CENT schools.

An internal Steering Committee was convened to determine the Terms of Reference for the review. The membership being: Ms Robyn Craig, Mr Denis Lee, Mr Matthew Bourke, Mrs Lauretta Graham, Ms Carly Bilke and Ms Laura Avery.

Mr Frank Fitzgerald was engaged to undertake the review within the Terms of Reference. The data gathered by Mr Fitzgerald was of assistance to the final review. The Steering Committee will undertake further analysis of the data and/or themes and consider the recommendations made in the report.



It is envisaged that the final report will provide a point of reference in schools discussing their individual options in the implementation of courses aligned and approved by the South Australian Certificate of Education Board and the Institute of Faith Education.

## **CERTIFICATE III IN CHRISTIAN MINISTRY**

Christian Ministry and Theology continued to offer knowledge and skills in the areas of Theology and Faith to students doing their Certificate III.

The course underwent reaccreditation at the end of 2019 and changed the title of the course to Compass Certificate III, and Compass Plus, Certificate IV.

Reaccreditation allows for continuous improvement to the course and to ensure it continues to meet the required standards.

Compass has been developed by the Institute of Faith Education (IFE) as an opportunity for senior secondary students to reflect on their own beliefs and ethics and to learn more about Catholic spirituality, beliefs, and ethics. This course contributes towards students' senior school certificate including their ATAR. During 2019 there were 152 students enrolled in the course with 91 students achieving a full certificate and 22 students receiving a statement of attainment.

The four modules Spirituality Today, The Story, Choices and The Edge assist students to understand the relationship between Religion and Spirituality, further their skills in interpreting the Bible, explore ethics and Catholic Social Teaching, compare different religions and enquire into the big questions of faith and life.

Each module has a practical project which invites students to work together around an activity or issue. These projects encourage students to extend their critical thinking, communication and teamwork skills.

The Institute of Faith Education (IFE) offered professional development to teachers during June 2019 in Darwin. This provided teachers with an opportunity to validate currency of professional knowledge.

Staff from the Catholic Education Office, Darwin also travelled to Brisbane and spent two days with staff of the Institute of Faith Education in validating and mapping Module 3. Schools visits were integrated into the professional learning to observe the delivery of Christian Ministry and Theology (CMT) in the context of Queensland.

## **PROFESSIONAL DEVELOPMENT**

### **Diocesan Leadership Conference**

The annual Diocesan Leadership Conference was held on 19 July 2019 at St John's Catholic College, Darwin attended by key leaders of Diocesan agencies, Priests, Principals and Assistant Principals Religious Education. The theme of the conference was Safeguarding Children, Young People and Vulnerable Adults: A conversation across the Diocese of Darwin. Professor Daryl

Higgins and Dr Tanja Stojadinavic were the keynote presenters along with a diverse range of speakers from the local context.

Key leaders from Catholic Education NT were able to dialogue with key leaders in other agencies, with Principals and Parish Priests in ascertaining the strengths and challenges in the implementation of the statement for Safeguarding Children, Young People and Vulnerable Adults.

This significant theme pertaining to the care and protection of young people was also well attended by various Catholic agencies whose staff also participated in the conference and contributed to the collective wisdom gained in preparation for the Catholic Professional Standards external audit of parishes regarding training requirements.

## **Making Jesus Real Program**

In 2019 the Making Jesus Real (MJR) Program continued to contribute positively towards the Catholic Identity of CENT school communities. The Program provides a shared language of how students, staff and families see Jesus in their daily lives and encourages students to develop a personal relationship with Jesus.

Seven schools sent representatives to the Making Jesus Real Conference held in Melbourne during March 2019, as a part of the professional learning and support of teachers and Religious Education Leaders in the Diocese.

The schools represented included:

- Holy Spirit Catholic Primary School
- Sacred Heart Catholic Primary School
- St Mary's Catholic Primary School
- St Paul's Catholic Primary School
- St Francis of Assisi Catholic Primary School
- St Joseph's Catholic College
- Mother Teresa Catholic Primary School

Ms Laura Avery, Leader of Catholic Identity was invited to present the theology and philosophy underpinning Making Jesus Real in CENT school communities at the Conference.





### Point in Time Professional Learning Program

During 2019, the Religious Education Team delivered eight (1 hour) sessions on a variety of topics to Religious Education teachers and others interested in participating in the Point in Time Professional Learning Program. These sessions included Mary, the Gospel of Matthew, professional learning on the Made in the Image of God Program and Aboriginal perspectives in the curriculum.

Over 130 teachers attended the sessions, with the average attendance being 21 teachers at each session. Based on feedback received from teachers and acknowledging the growth of the program, the sessions scheduled for the 2020 school year have been further customised.





## Post Graduate Studies in Theology/Religious Education

During the year, 48 applications were received for the Study Incentive Program which provides funding towards university tuition fees, of which 41 claimed funds.

The total expenditure of the Study Incentive Program for 2019 was \$88,643. This expenditure included claims for tuition fees, travel and costs associated with providing a face-to-face course in Darwin in June\July.

A refund of 80% was offered to students attending the Broken Bay Institute (BBI) face-to-face seminars in Darwin. Students electing to undertake online studies through BBI received a 65% refund. Study Incentive Program funding was claimed by staff in Catholic Education Northern Territory for enrolment in the following Masters, Bachelor, Diploma and Graduate courses with subset of levels of studies listed below:

Course title	No. of Students
Master of Educational Leadership	11
Master of Leadership & Theology	3
Master of Religious Education	6
Master of Theological Studies	1
Master of Education	1
Master of Indigenous Education	1
Master of Education Psychology	1
Master of Teaching English as a Second/Other Language (TESOL)	1

Graduate Certificate in Religious Education	8
Graduate Certificate in Developmental Trauma	1
Graduate Certificate in Governance and Cannon Law	1
Graduate Certificate in Education (Wellbeing and Positive Mental Health)	1
Bachelor of Adult and Vocational Education	1
Bachelor's in Strategic Management	1
Diploma in Teaching English as a Second/Other Language (TESOL)	1
Diploma Early Childhood Education and Care	1
Diploma in Child Centred Play Therapy	1

University tuition fees	\$74,363.90
Travel and accommodation fees	\$ 3,822.97
Total expenditure	\$78,186.87

(The above expenditure excludes additional costs)

Broken Bay Institute (BBI) and Australian Catholic Institute (ACU) were predominantly preferred tertiary institutions, however there were other education providers for Diploma and Bachelor courses that students accessed.

The BBI presented face-to-face lectures in Darwin in January and June with students completing the course work during the semester.

Tertiary Fees	\$47,074
Course Fees	\$31,118
Travel	\$ 4066
Catering	\$ 989
Professional Learning	\$ 6180
Total Expenditure	\$ 89,427

## Catholic Identity Day

The annual Catholic Identity days continues to enrich formation of all staff in the mission of Catholic Education.

During 2019 Catholic Identity days were hosted by individual schools at Ltyentye Apurte Catholic School, Santa Teresa; St Joseph's Catholic College, Katherine; St Francis Xavier Catholic School,

Nauiyu; Xavier Catholic College, Wurrumiyanga; Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga and Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye.

All staff from Darwin urban schools gathered on Friday, 11 September 2019 at the Darwin Convention Centre. Professor Br David Hall FMS led the day focussing on *Catholic Education in Australia*.

The formal Larrakia Welcome was provided by two Larrakia leaders from Holy Family Catholic Primary School, followed by a prayer and reflection that led into the question of “*What forces shape and influence education in Australia.*” Br Hall presented the many challenges that face educators and engaged participants through many humorous anecdotes of his own time as a leader in Catholic Education.

The second session was led by Mrs Siobhan Sheikh, Catholic Education Office, Darwin. Mrs Sheikh raised the question of “*What is the purpose of education in our contemporary global world*” and provided insights based on her own professional practice and professional learning. The session led participants to explore this question beyond its surface and to dig deeper and reflect on what makes it different for current Catholic educators.

Ms Jane McCaffrey and Fr Peter Hendricks from St Paul’s Catholic community then led a discussion reflecting on what should be at the heart of a Catholic school and having Christ at the centre of education in Catholic Schools. Ms McCaffrey spoke passionately of her own experience as a student in Catholic schools. As a parent, Ms McCaffrey was confident that Catholic schools provide excellent holistic education by acknowledging the presence of Christ.









# LEADERSHIP

## LEADERSHIP FRAMEWORK

Since November 2018, CENT has engaged actively with Fullan and Quinn's (2016) Coherence Framework. Coherence can be understood as the deep, shared understanding of the nature of the work in the system of Catholic schools recognising that all of staff, whether working in schools or the Catholic Education Office (CEO), are part of that system. The Coherence Framework, as developed by the original authors, has four domains namely, Focussing Direction, Cultivating Collaborative Cultures, Deepening Learning and Securing Accountability.

Principals and CEO leaders with various roles in the system began a process in 2018 with Mick Bezzina to explore how best to capture their understandings of leadership. The discernment of the Coherence Framework by this group in November 2018 provided a useful scaffold in determining the application of the Framework to the work of leaders. This scaffold provided an overview of the capabilities of CENT leadership require to have, whether principals and middle leaders in schools, or senior staff in the CEO.

Professional Development (PD) for CENT leadership continued to be provided by Mr Mick Bezzina during 2019. A PD day provided an opportunity for leadership to present their application of the Coherence Framework to a leadership initiative or activity in their schools and the CEO. The flexibility of the Coherence Framework became evident through this process, which meant that it could be used at any level to develop and drive leadership initiative and general activities.

The process also included the consideration of four other leadership models to determine suitability and identify differences in focus and strategies. Although there were some interesting models for the cohort to consider, there was consensus that the Coherence Framework offered the most flexible configuration to drive the development of a Leadership Framework for CENT.

Mr Mick Bezzina then lead a newly formed working group that met over a two-day session in October 2019 to develop a framework for CENT based on the Coherence Framework model with the key inclusion of a Catholic Identity component which is integral to Catholic Education. A draft Leadership Framework was developed and will progress to be finalised and released by the end of 2020.

## LEADERSHIP DEVELOPMENT PROGRAM

CENT offers a variety of leadership development courses. Through the Study Incentive Program (SIP), staff can undertake a range of Masters and Graduate programs to further develop their knowledge and expertise. The courses include:

- Education Leadership
- Leadership & Theology
- Religious Education
- Indigenous Education
- Education Psychology

Through the Brown Collective, an Executive and a Middle Leaders program was offered to CENT Leadership during the year. The Executive program was offered for the first time in 2019 and attracted 26 participants from 13 schools and office staff. The Middle Leaders program had 21 participants from most CENT schools. Both programs were delivered in mixed mode, including face to face sessions and online components. These two programs will be offered again in 2020.

## WORKFORCE DEVELOPMENT

In August 2019, CENT launched the Reconciliation Action Plan (RAP) 2019 – 2021. The RAP upholds our office, schools and colleges to be culturally safe, respectful communities of teaching and learning for, about and with Aboriginal and Torres Strait Islander communities. The RAP demonstrates CENT's commitment to valuing the richness and diversity of Australia's culture and providing meaningful opportunities for Indigenous staff and students through leadership, direction and provision of adequate and culturally appropriate resources and pathways.

One of the key components of the RAP was the development of an Aboriginal and Islander Workforce Development Framework, which was finalised by Mrs Pauline Schober, Manager Aboriginal and Islander Education in December. The framework provides CENT with the tools to plan, implement, monitor, assess, evaluate, report and review the extent to which the workplace can and will achieve growth. It will guide the important work towards improving and developing a stronger Aboriginal and Islander workforce. The Framework will support bridging the gap between the current workforce and future (targeted) workforce needs.

## PROJECTS AND AGREEMENTS (P&A)

The streamlined Projects and Agreements (P&A) template continued to support activity being undertaken throughout CENT during 2019.

The Project Plan template was refined to enhance detail required to correctly cost projects and undertake costing analysis; particularly where numerous projects were undertaken under a single funding source. The P&A Framework continued to assist in mapping projects to broader strategic and management objectives whilst still complying with funding objectives and reporting, as well as informing financial budgets.

Continued support was provided to various staff within the Catholic Education Office (CEO) and school leadership to assist in:

1. developing sound understanding of good contract governance, and
2. documenting agreements to accurately capture the intent, obligations and appropriate governing terms and conditions of all parties.

The focus of support was on good governance, due diligence, and providing advice on best practices in project management and contract management, and included the following:

- project planning and discernment,
- alignment of project objectives with agreement objectives,
- determination of project budgeting and timeline,

- determination of project risks and analysis,
- project management, financial analysis, reporting and evaluation,
- provision of contract templates and proformas,
- education around draft agreement terms, making recommendations, managing feedback and negotiating agreements,
- informing internal stakeholders and outlining CENT responsibilities,
- negotiation, maintenance and storage of legal documents; and
- assisting with any general enquiries.

The following CENT Standard Contract Templates are available to the CEO and CENT schools to document commercial arrangements efficiently and effectively to mitigate and reduce risk to CENT:

1. Contractor Services Agreement
2. CEO Consultancy Service Agreement
3. Construction Works (small project) Agreement
4. Schools Memorandum of Understanding
5. Non-Disclosure Agreement

P&A continued to strengthen relationships with the departments of the Australian Government and Territory Government seeking continuous advice on activities, participation in dialogue on nuances and deficiencies in funding models and strategies in management of compliance and reporting.

P&A continue to work closely with urban and ACCS finance personnel to inform and provide advice on activities, compliance with funding objectives, develop budgets and formulate contractual and financial reporting.

The maintenance of the CENT Projects & Agreement Register is critical for the management of all CENT projects and agreements and as of end 2019 has 64 current agreements registered.

Continued support was provided to various CENT staff to assist in drafting and documenting arrangements.

The following Projects were undertaken within CENT during the year:

Project Name	
Asset Management	Systemic
Better Outcomes	ACCS
Data Informed Practices	Systemic
Growing Our Own	ACCS
Indigenous Workforce Development	Systemic
Instructional Coaching	Systemic

NTRAI – Additional Teachers	ACCS
Pastoral Care & Wellbeing	Systemic
Reading Recovery	OLSHTCC
School Nutrition Program	ACCS
Supporting Indigenous Pre School Education (SIPE)	ACCS

## Northern Territory Remote Aboriginal Investment Projects

Northern Territory Remote Aboriginal Investment Non-Government Schools Agreement (NTRAI) is part of the initiatives undertaken by the Australian Government as part of their ongoing commitment to the Stronger Futures National Partnership. This funding initiative has the following objectives:

- improved education outcomes for remote Aboriginal and Torres Strait Islander (ATSI) students,
- target improvement in literacy and numeracy outcomes and supporting students identified with learning and diverse support needs,
- maximise student enrolment and school attendance for remote Aboriginal students,
- equip students in making the transition from school to work or further study, and
- improve Aboriginal student outcomes through skills improvement and increasing the capacity of Aboriginal workforce.

CENT has implemented the following projects to support the above initiatives:

- Better Outcomes Project
- Growing Our Own
- Instructional Coaching (ACCS component only)
- NTRAI additional specialist educators
- Indigenous Workforce Development

The initiative provide support to the following schools:

- St Joseph's Catholic College, Katherine
- Ltyentye Apurte Catholic School, Santa Teresa
- St Francis Xavier Catholic School; Nauiyu
- Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye
- Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga
- Xavier Catholic College Wurrumiyanga.

Under this initiative the supported schools are provided funding to appoint additional specialist educators on site to provide support to experienced teachers. The CEO also employs several Teaching and Learning (T&L) Education Officers to support schools to specifically address quality teaching initiatives through providing focussed teaching support for Literacy and Numeracy, English as an Additional Language or Dialect (EAL/D), hearing and other learning difficulties, and facilitate strategies and pathways for post school options for students.

CENT has also put in place strategies to support the improve outcomes in student Literacy and Numeracy. These include running Aboriginal Catholic Community Schools (ACCS) Curriculum Coordinators Network Meetings each term to build their capacity to then work with their staff in their school context.

CENT utilise their own Learning with Diversity (INSPIRE) software program to ensure that each student identified with learning and diverse support needs has a Personalised Learning Plan (PLP) or an Education Adjustment Plan (EAP). Each step of the process in developing a PLP or an EAP occurs in INSPIRE that is accessible to CENT Inclusion Support staff and the school for their particular student/s.

The CEO and school leadership also work with various Registered Training Organisations (RTOs), to increase the provision of Vocational Education Training (VET) offerings in our schools to improve student outcomes.

CENT employ qualified Trainer and Assessors to deliver Certificates in Construction and Health at ACCS Schools with contextualised learning materials adapted for each school.

The P&A Framework was utilised during the year to streamline reporting of these initiatives which is then utilised to inform the NT Block Grant Authority (NTBGA) of CENT activities which in turn enables the NTBGA to report to the Australian Government.

## **School Nutrition Program**

The School Nutrition Program (SNP) is funded by the Australian Government's National Indigenous Australians Agency (NIAA). This funding is primarily towards the operational components of preparation and provision of meals to students.

In January, 2019 P&A took responsibility for the management and co-ordination of the School Nutrition Program, providing support to all Aboriginal Community Catholic Schools (ACCS) to facilitate activity reporting, advice on management of parental contributions, training opportunities and liaison with NT Government nutritionists, providing financial reporting to Principals and general project management support to the ACCS.

One major initiative implemented early in 2019 was the introduction of School Officers managing parental contributions online through Centrepay's Business Online Tool. School Officers and Finance Officers work together to seek and report contributions made to support the program. P&A also liaises with the NIAA Funding Manager to report on activities, issues and operational concerns regarding the program.

The program is undertaken at the following ACCS:



- Ltyentye Apurte Catholic School, Santa Teresa
- Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga (Bathurst Island)
- Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye (Port Keats)
- St Francis Xavier Catholic School, Nauiyu (Daly River)
- Xavier Catholic College, Wurrumiyanga (Bathurst Island)

This program has two major objectives:

- improve educational outcomes for students through the provision of nutritious meals, and
- provision of employment to local community members.

Schools prepare Breakfast, Morning Tea and Lunch each school day. Each pre-school, primary and secondary student attending school that day receive meals, which is resulting in healthier students that enables them to display increased attentiveness during class.

Schools employ a School Nutrition Program (SNP) Co-ordinator responsible for menu planning and meal selection in accordance with the Northern Territory Government's Department of Education School Nutrition and Healthy Eating Policy and Guidelines and the Australian Government's School Nutrition Program Operational Framework.

The SNP Co-ordinators are experienced chefs or experienced cooks who mentor and provide training to local Aboriginal staff employed in the kitchen. These staff members are mentored and trained in safe food handling and food preparation. Fourteen staff are employed in the program, of which eleven are local community members. These staff provide positive role models for students through their employment and provide students with guidance on healthy eating practices. One ACCS school employs a local Aboriginal SNP Co-ordinator to run the operations in the kitchen.

The program fosters community participation and encourages parents to make voluntary monetary contributions towards the cost of the food. During the year, the SNP delivered a combined total of 246,341 meals to students attending the following participating schools:

School	Breakfasts	Morning Teas	Lunches	Total
Ltyentye Apurte Catholic School	4,880	12,264	13,875	31,019
Murrupurtiyanuwu Catholic Primary School	7,048	20,694	24,757	52,499
Our Lady of the Sacred Heart Thamarrurr Catholic College	44,264	45,761	46,065	136,090
St Francis Xavier Catholic School	4,534	4,390	4,285	13,209
Xavier Catholic College	2,593	5,820	5,111	13,524
<b>TOTAL</b>				<b>246,341</b>

## Supporting Indigenous Pre-School

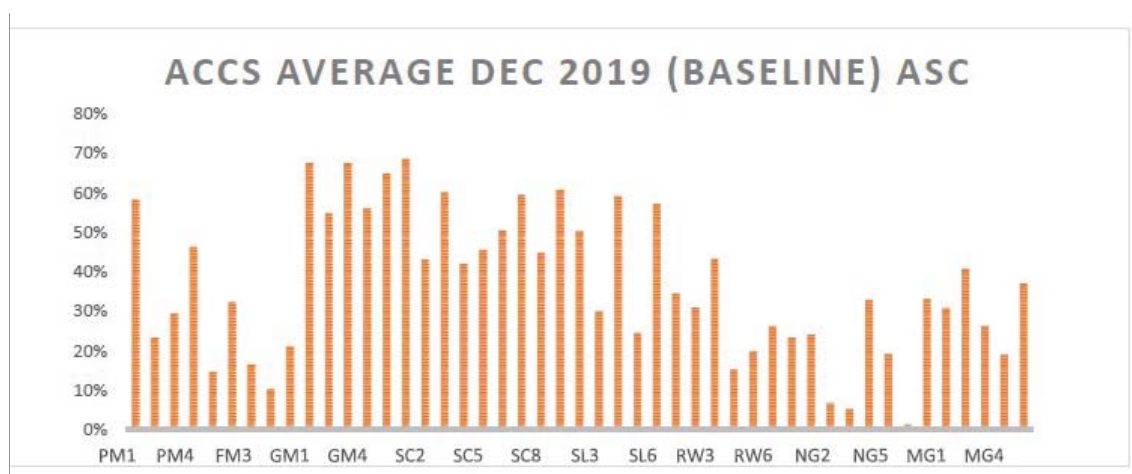
The Supporting Indigenous Pre-School (SIPE) Program provides supplementary funding to support Indigenous Pre-Schools in meeting operational costs. This program is funded by the Australian Government's National Indigenous Australians Agency that has advised this supplement funding is in its the final year as of 2019.

P&A assists and provides advice to the Early Years Education Officer on the objectives of the contract and facilitated the activity and KPI reporting to the Australian Government.

The funding supported the ACCS Pre-Schools to continue providing early learning services to children, participation in school assemblies, liturgies and the school nutrition program, thus developing healthy eating habits utilising community connections to broaden and strengthen relationships and culture.

Children continue to develop their confidence and build school readiness skills through play-based activities. Their development is continually measured using various assessment tools such as early years developmental milestones, phases of learning in the NT Preschool curriculum, and mapping achievement through the Assessment of Student Competencies Tool.

The table below indicates the average of children who have demonstrated achievement in the various competencies across the ACCS preschools as at December 2019.



The above results indicate:

- Fine Motor skills have improved from below 10% for 3 competencies mid-year, to 10% to 20% for these competencies with FM2 above 30%.
- Between 50% to 60% of children have achieved 4 of the 5 Gross Motor Competencies throughout the year.
- Over 60% of children have achieved 4 of the 7 Self Care Competencies.
- 30% to 40% of the children have achieved 13 of the 25 early literacy and numeracy skills with a marked increase in reading and writing competency since mid-year.







# TEACHING AND LEARNING

## PEDAGOGICAL SUPPORT FOR SCHOOLS

The continuing vision of the Catholic Education Northern Territory (CENT) Teaching and Learning (T&L) Team is to serve and support Catholic schools and communities in ongoing, holistic Catholic Education. This vision is enacted and enabled through the work of team members in their support of teachers and schools across the system, primarily through the provision of professional development, mentoring and coaching.

Service Agreements between each school and the CENT Teaching and Learning Team were negotiated and aligned with the goals of each school's Annual School Improvement Plan. The Service Agreements give focus to the work of the T&L Team as well as specifically supporting the needs of each school.

During 2019 major areas of work focussed on:

The continuation of the Data Informed Practice Project

The roll out of GradeXpert to replace Student Assessment Information System (SAIS)/Info Central

The roll out of Instructional Coaching in six schools over two years

Work with Australian Curriculum Assessment and Reporting Authority (ACARA) on the Literacy and Numeracy Progressions and the General Capabilities

Work with the Australian Institute for Teaching and School Leadership (AITSL) to build leadership capacity of curriculum leaders in schools

Review of key position papers and policies related to Teaching and Learning

Professional Learning opportunities were provided in the following areas:

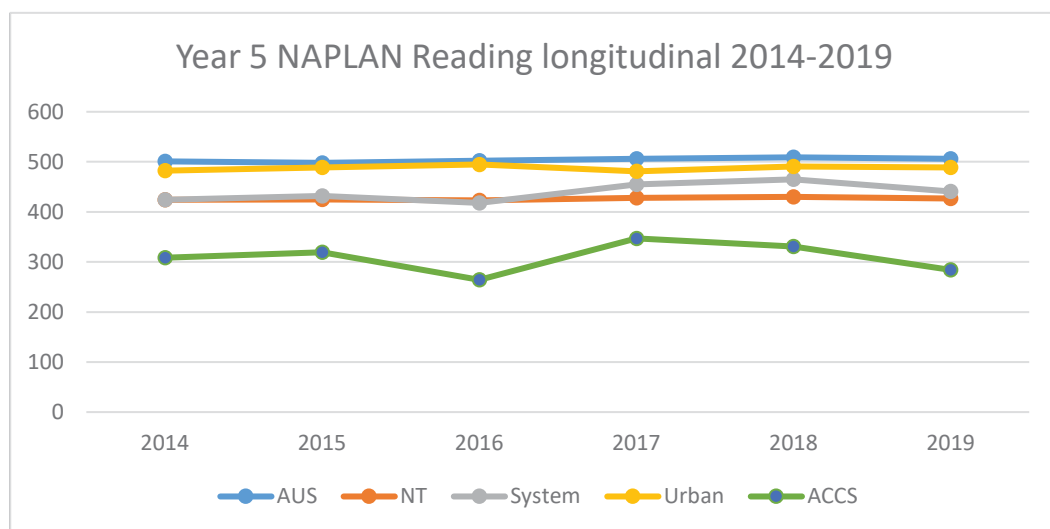
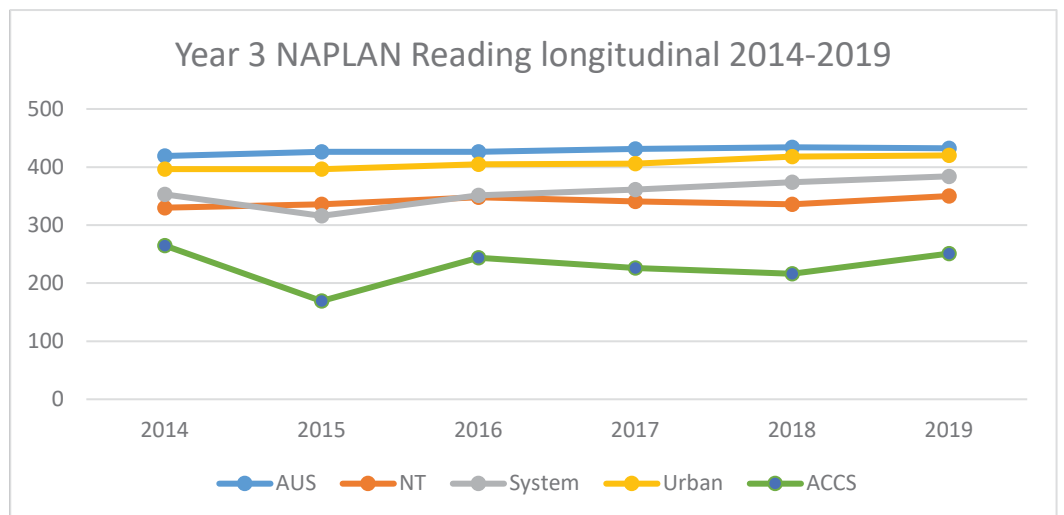
- Differentiation with Dr John Munro, University of Melbourne
- Oral Language with Dr John Munro, University of Melbourne
- Open Ended Maths with Professor Peter Sullivan, Monash University
- Marzano: The Art and Science of teaching with Dr Janelle Wills, Hawker Brownlow Education
- Progressive Achievement Tests (PAT) testing: An introduction and basic analysis
- PAT analysis – going deeper
- Running Records/Guided Reading
- Marie Clay Observation Survey

Catholic Education Office (CEO) Education Officers have continued to provide high level, strategic support to schools to help them achieve the goals identified in annual improvement plans and as 'critical friends'.

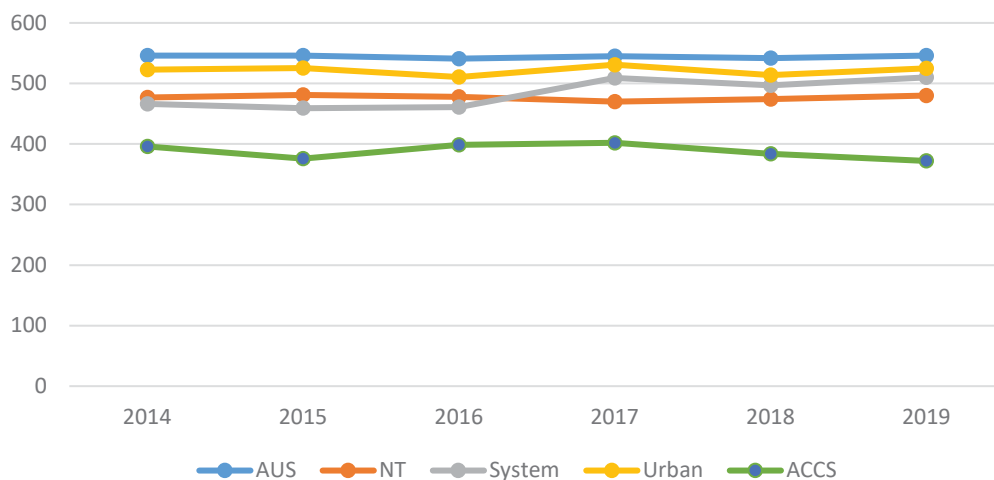


## 2019 SYSTEM NAPLAN DATA ANALYSIS

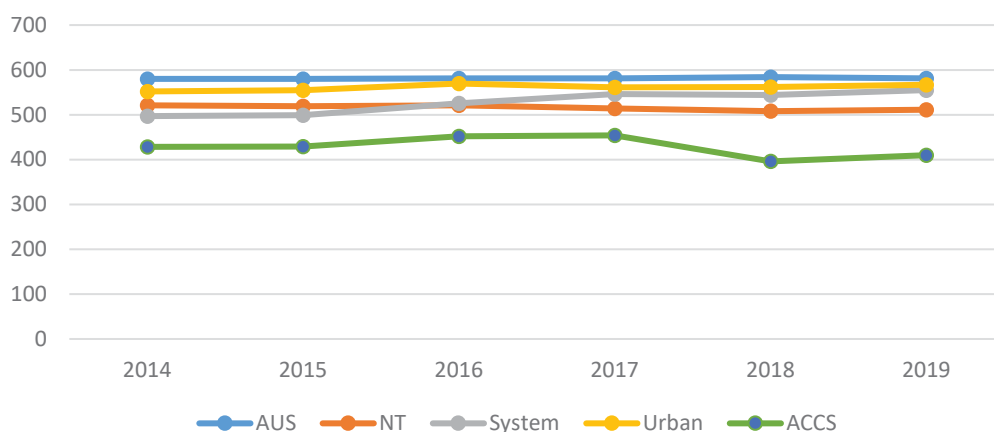
Longitudinal Year-based and Growth graphs for Reading, Writing, Spelling, Grammar and Numeracy



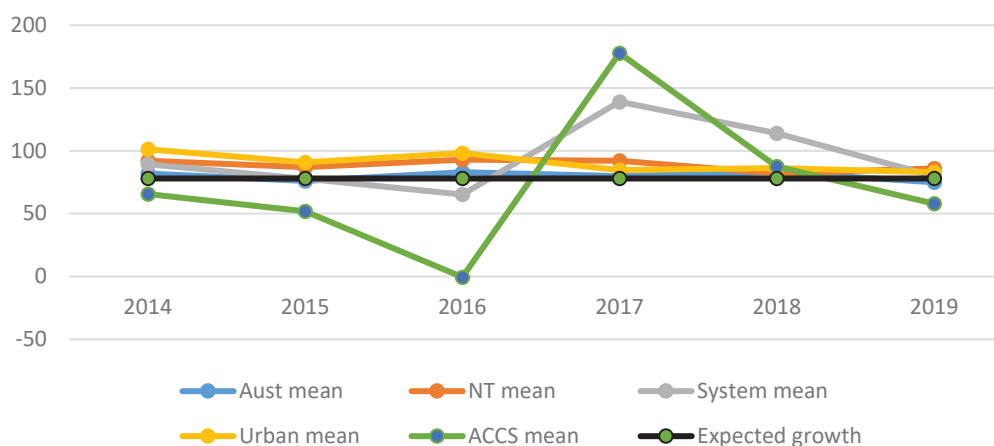
Year 7 NAPLAN Reading longitudinal 2014-2019



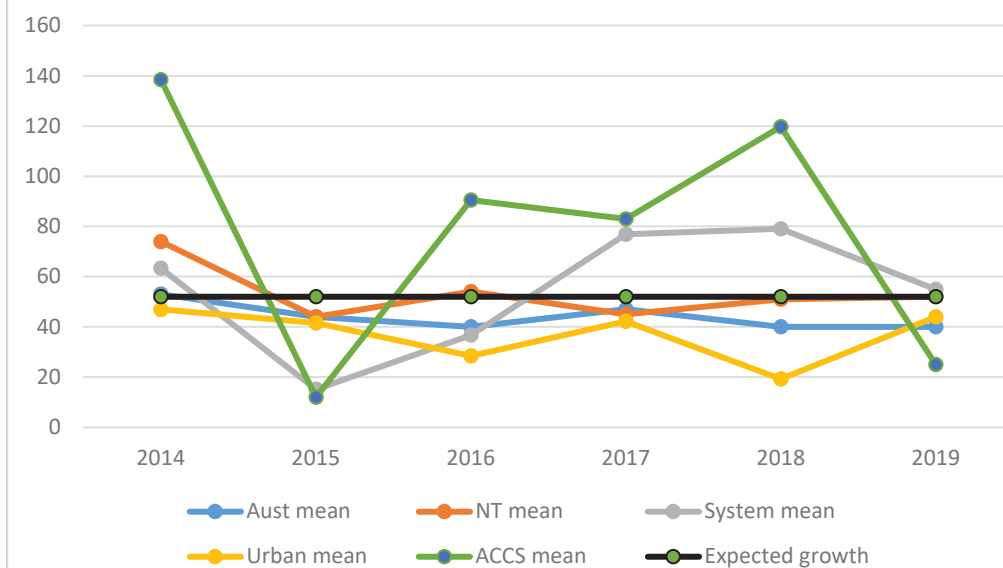
Year 9 NAPLAN Reading longitudinal 2014-2019



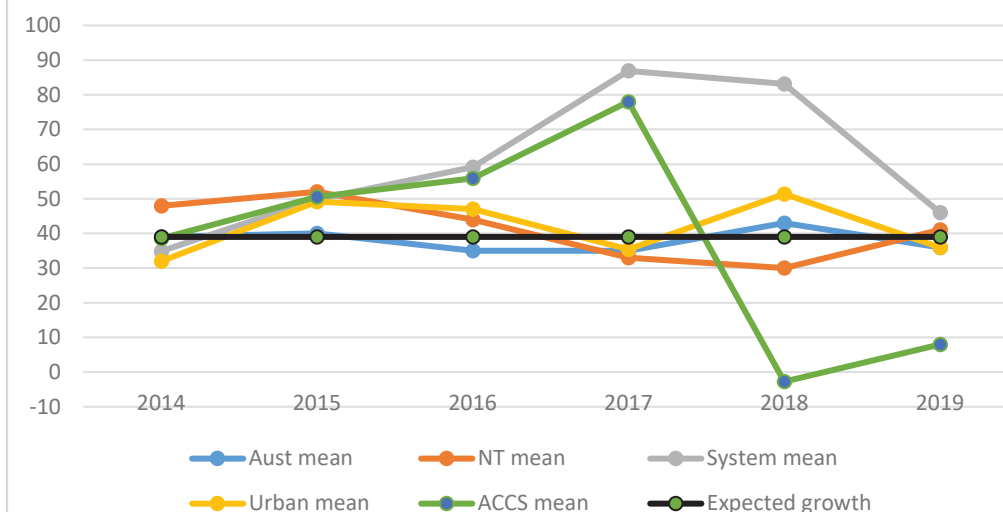
NAPLAN Reading Year 3-5 growth



NAPLAN Reading Year 5-7 growth

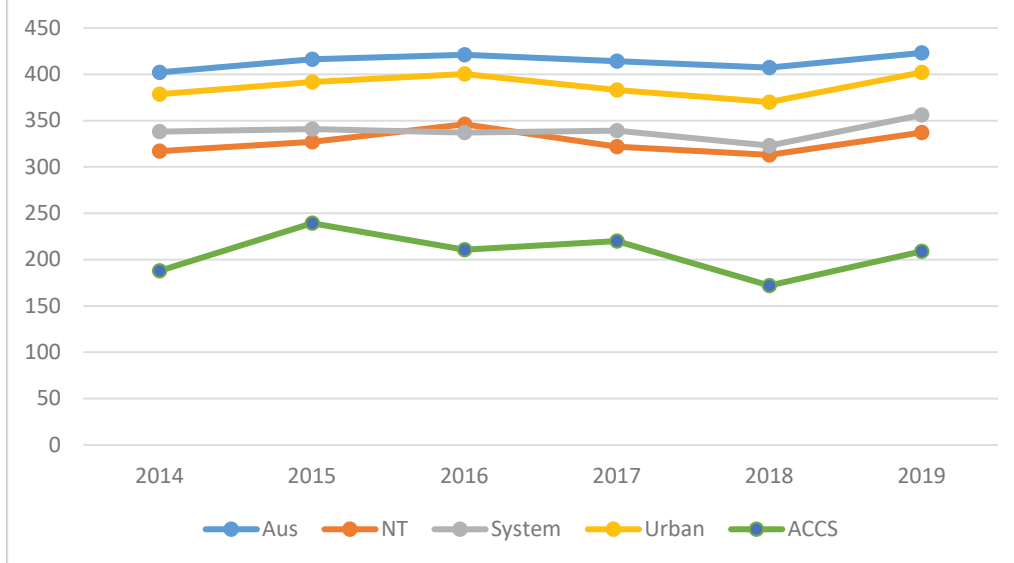


NAPLAN Reading Year 7-9 growth

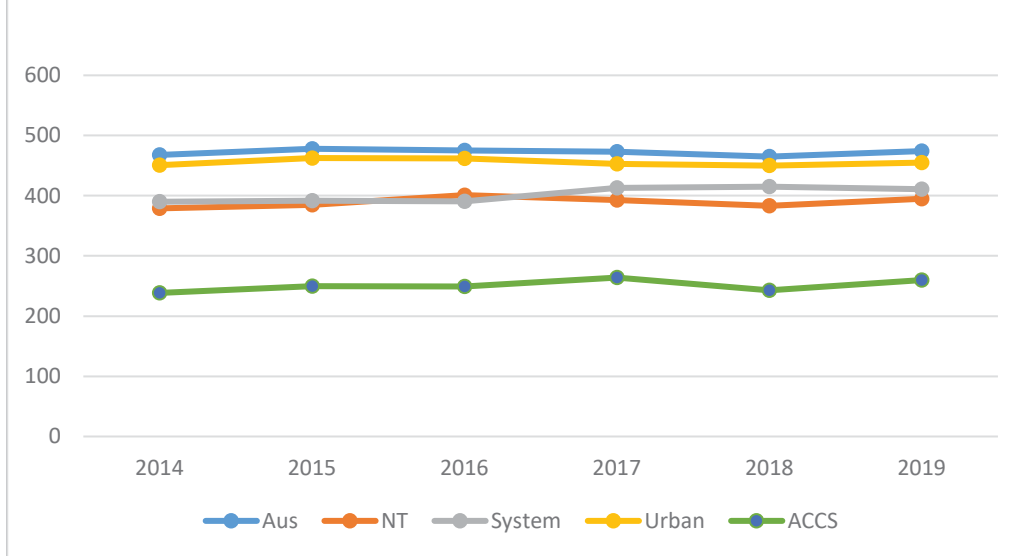




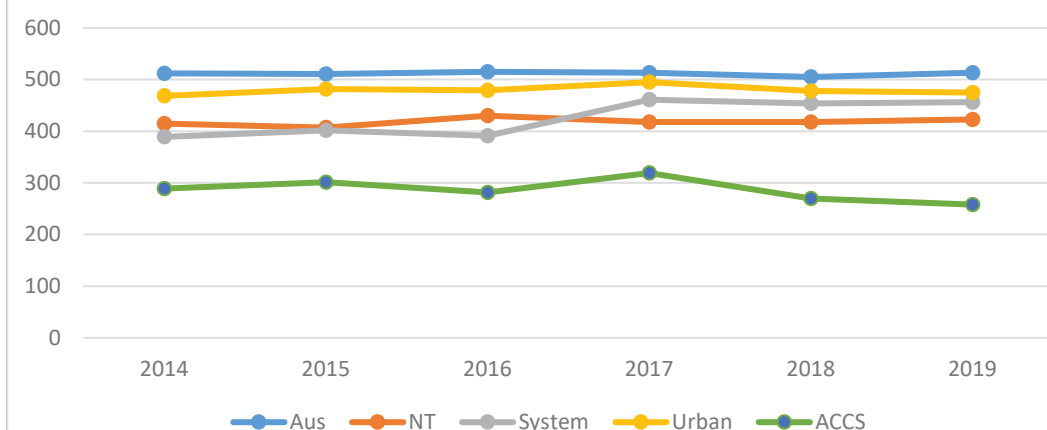
Year 3 NAPLAN Writing longitudinal 2014-2019



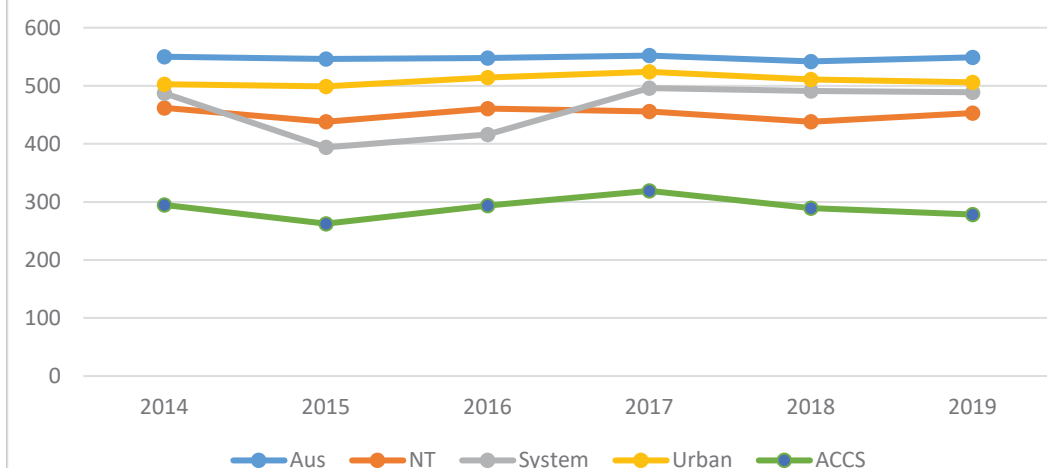
Year 5 NAPLAN Writing longitudinal 2014-2019



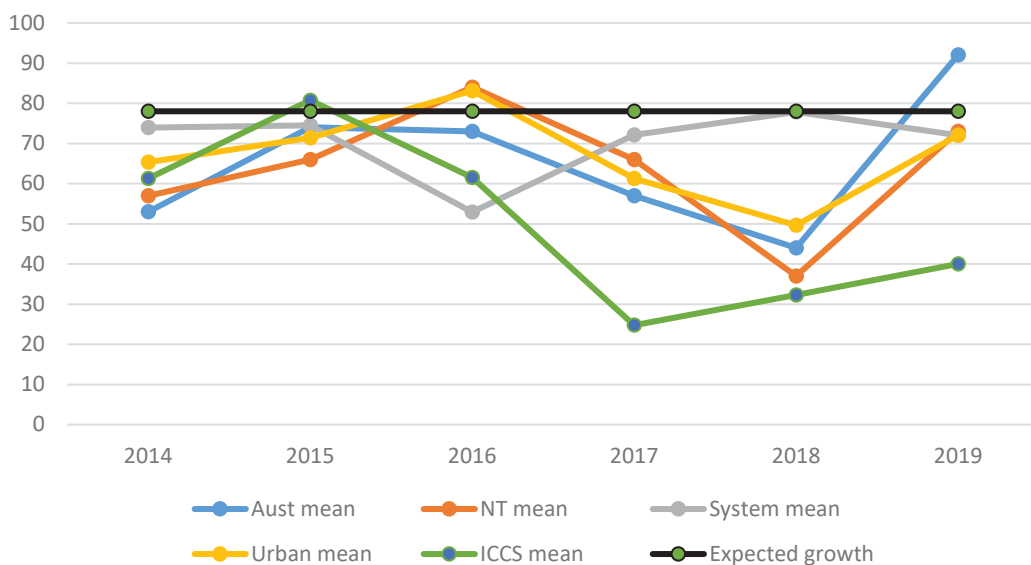
Year 7 NAPLAN Writing longitudinal 2014-2019



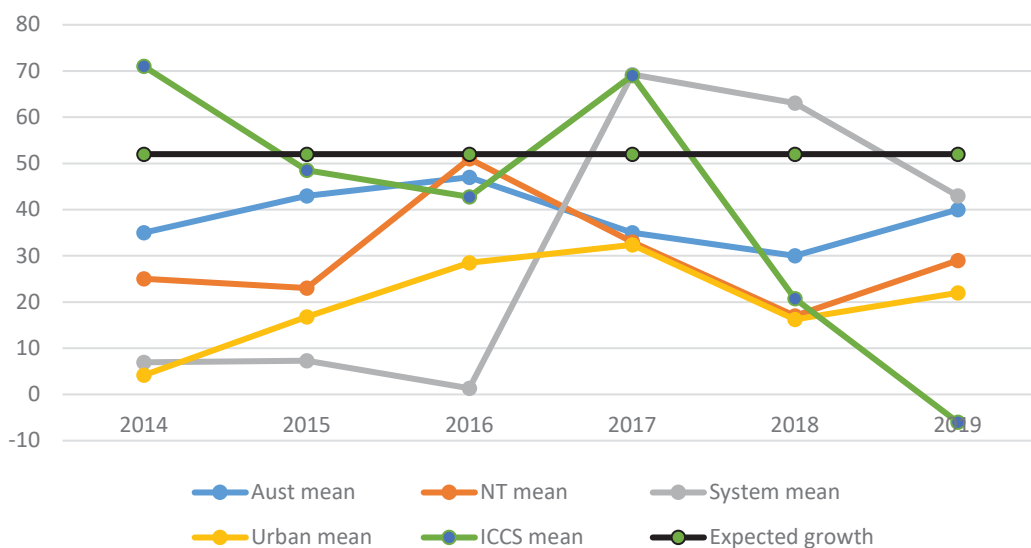
Year 9 NAPLAN Writing longitudinal 2014-2019



NAPLAN Writing Year 3-5 growth

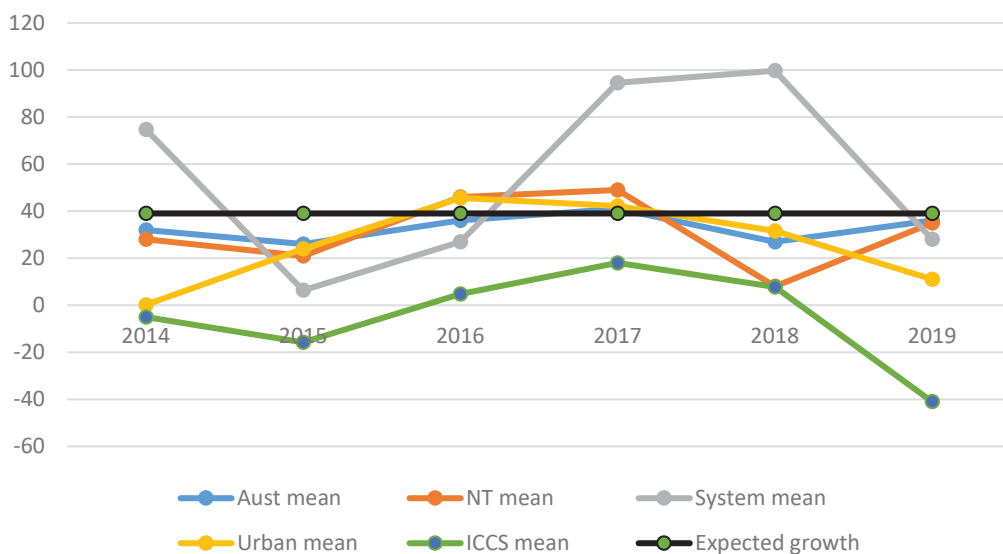


NAPLAN Writing Year 5-7 growth

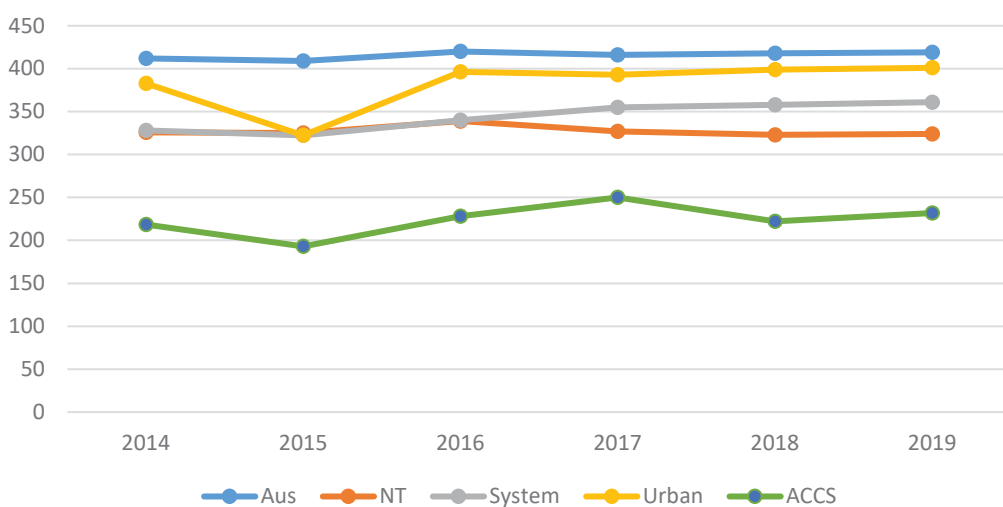


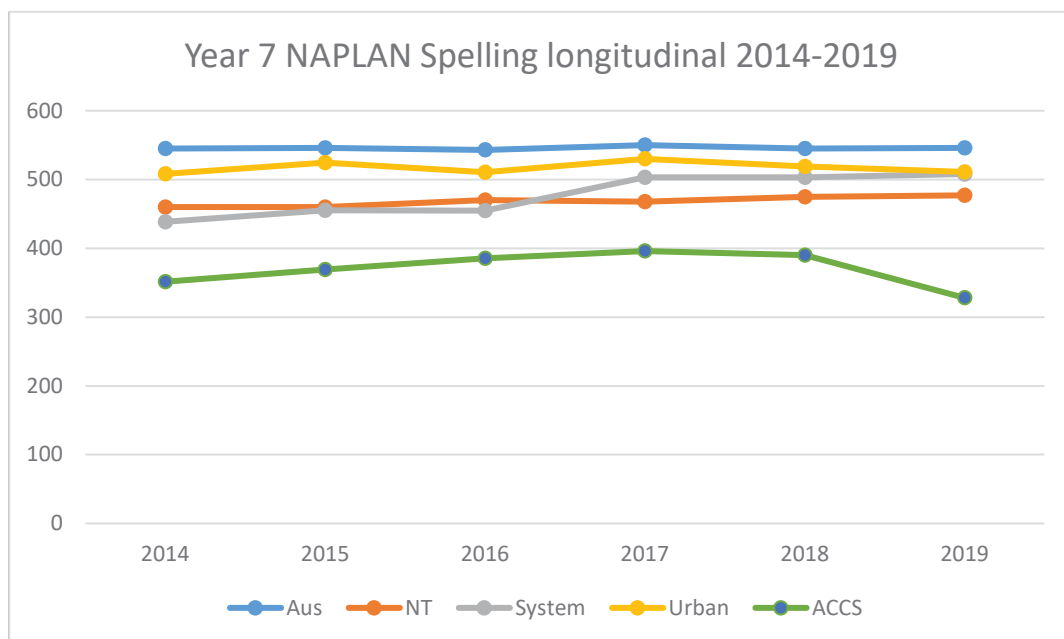
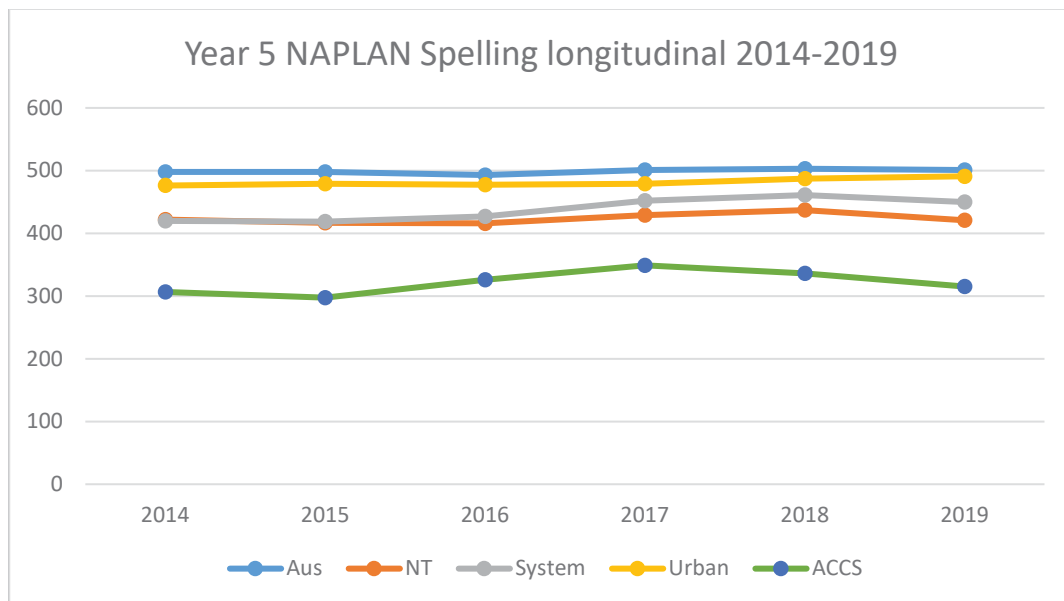


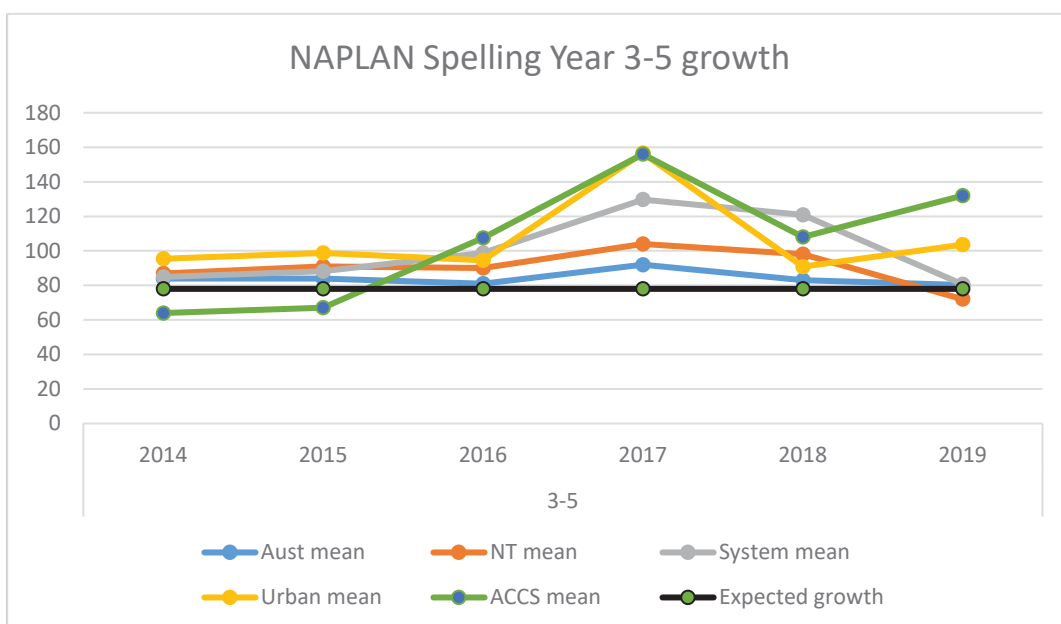
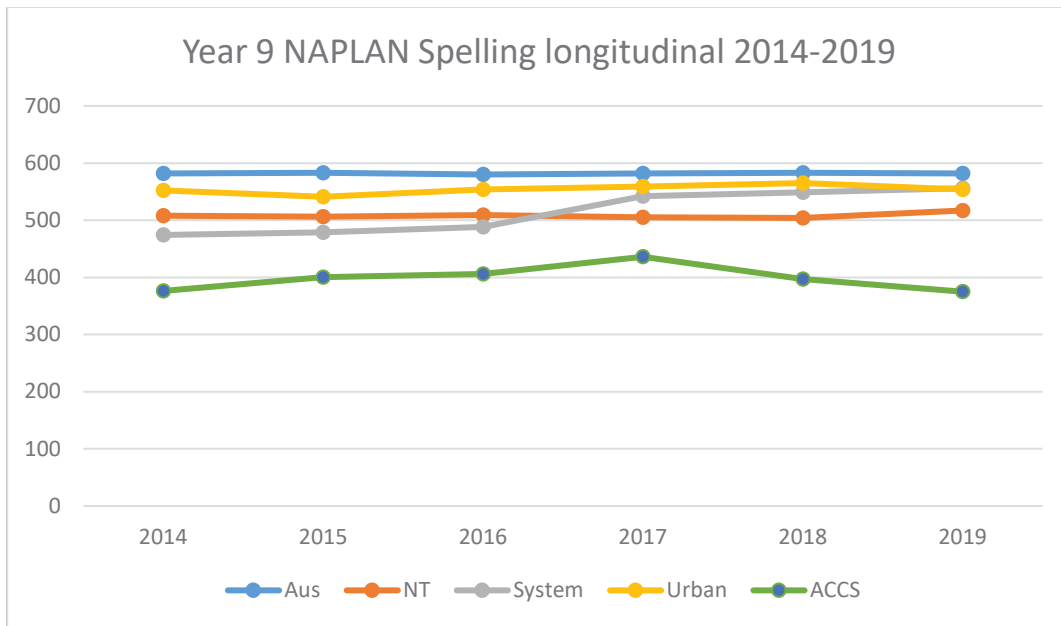
NAPLAN Writing Year 7-9 growth



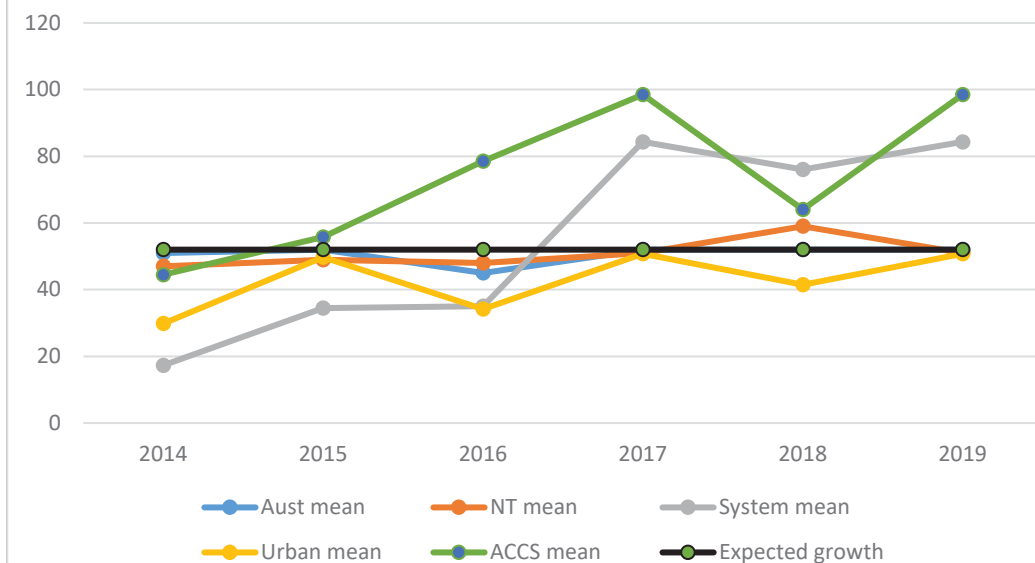
Year 3 NAPLAN Spelling longitudinal 2014-2019



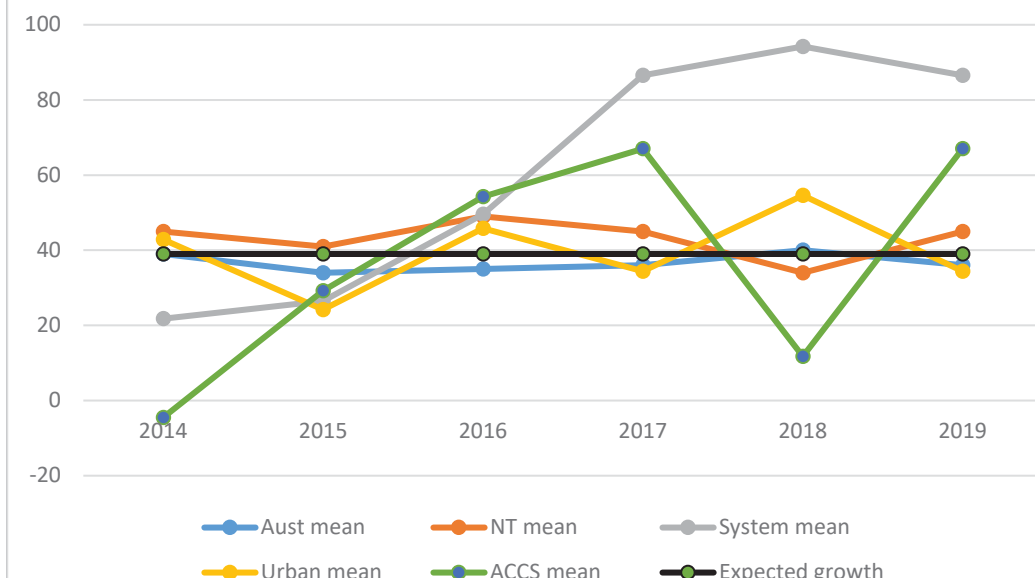




NAPLAN Spelling Year 5-7 growth

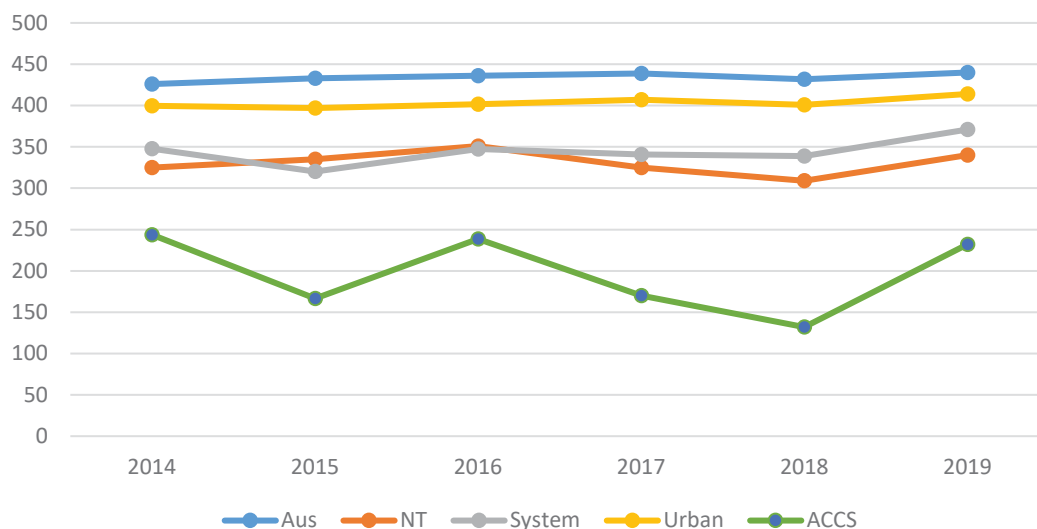


NAPLAN Spelling Year 7-9 growth

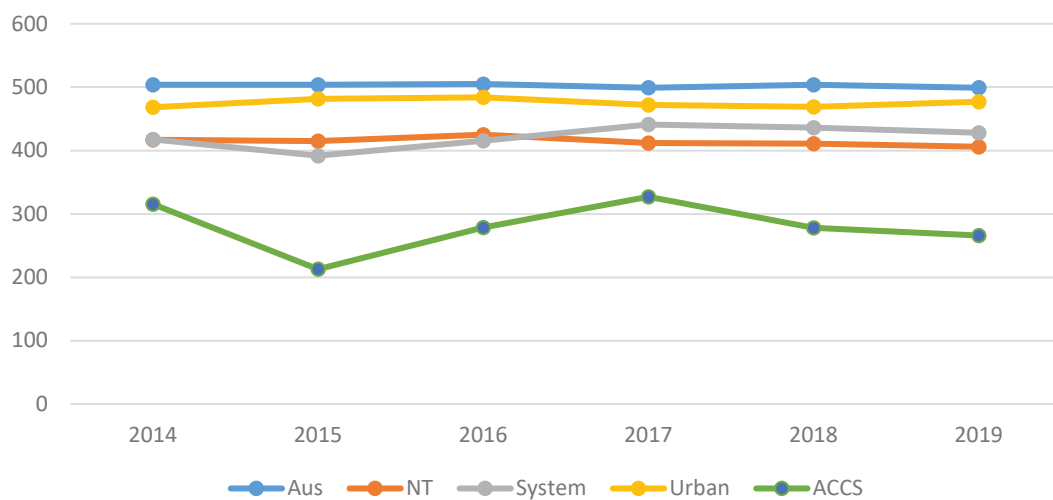




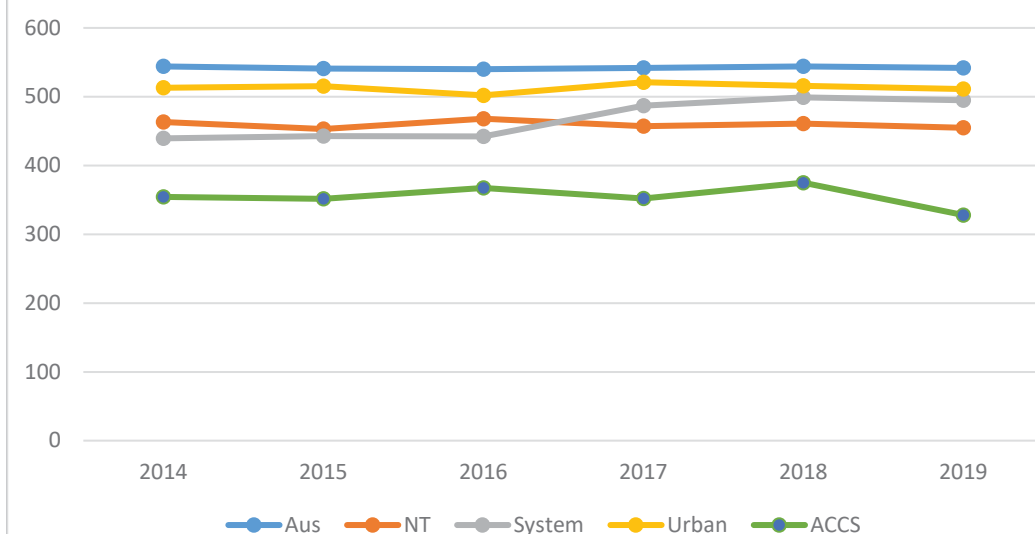
Year 3 NAPLAN Grammar longitudinal 2014-2019



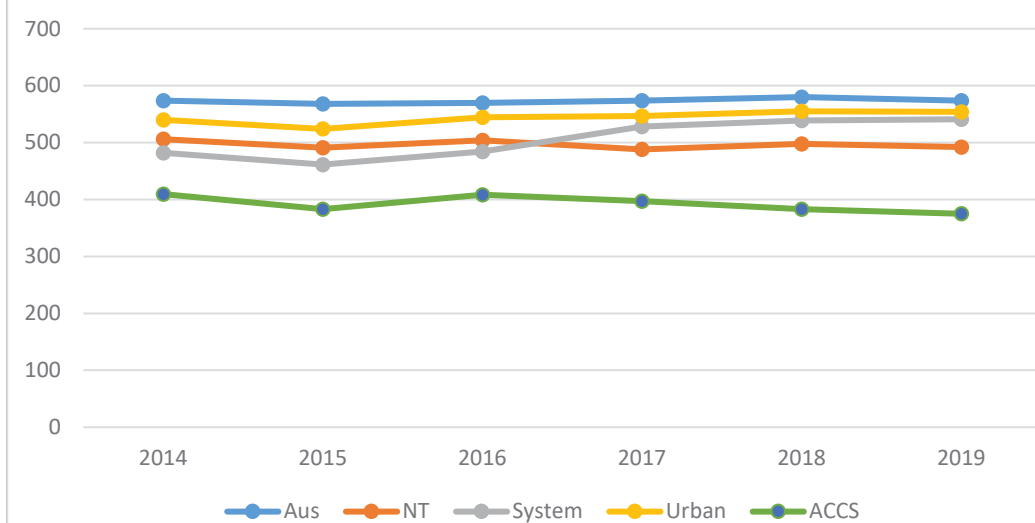
Year 5 NAPLAN Grammar longitudinal 2014-2019



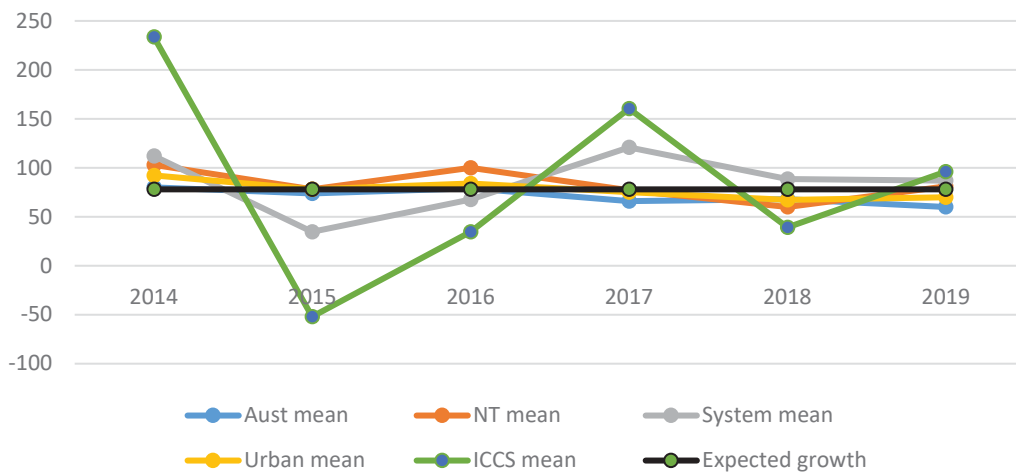
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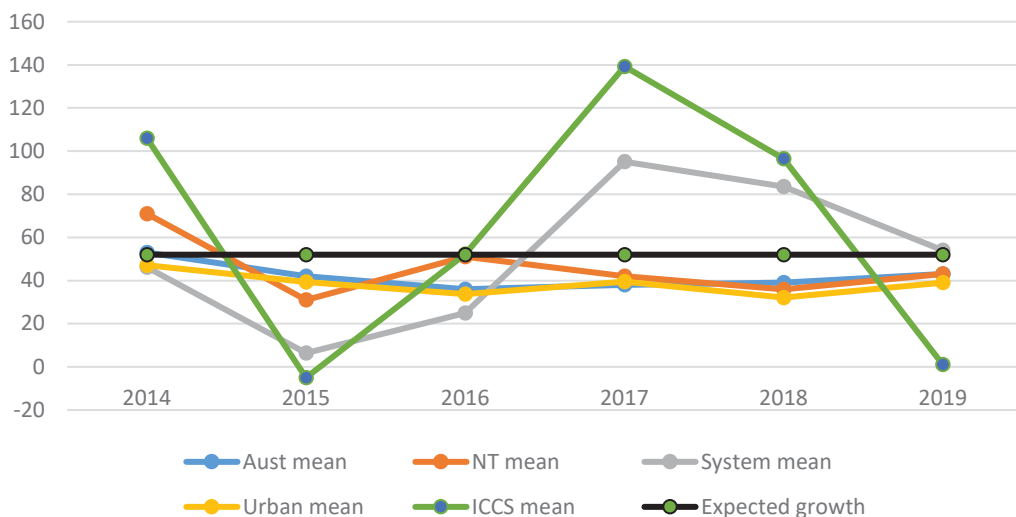
Year 9 NAPLAN Grammar longitudinal 2014-2019



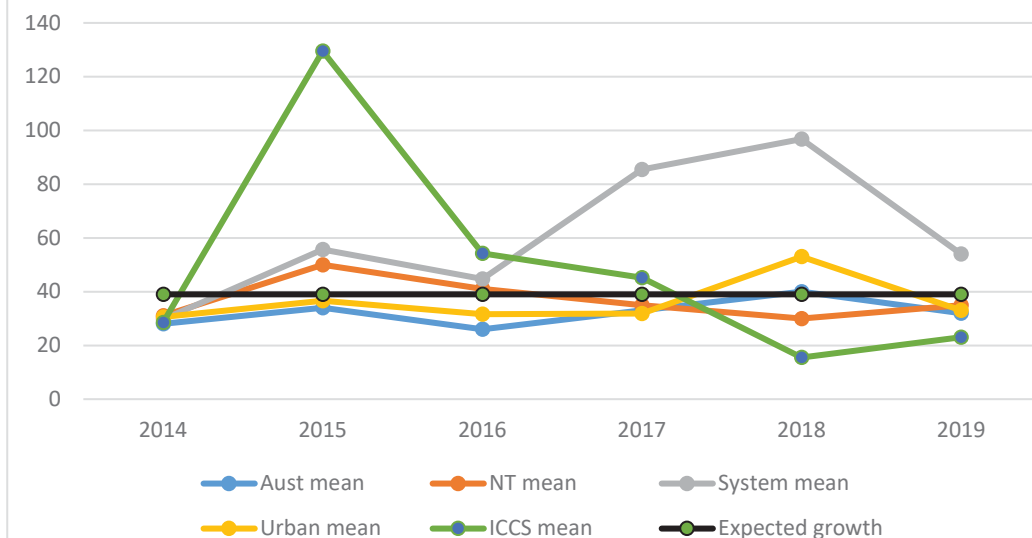
NAPLAN Grammar Year 3-5 growth



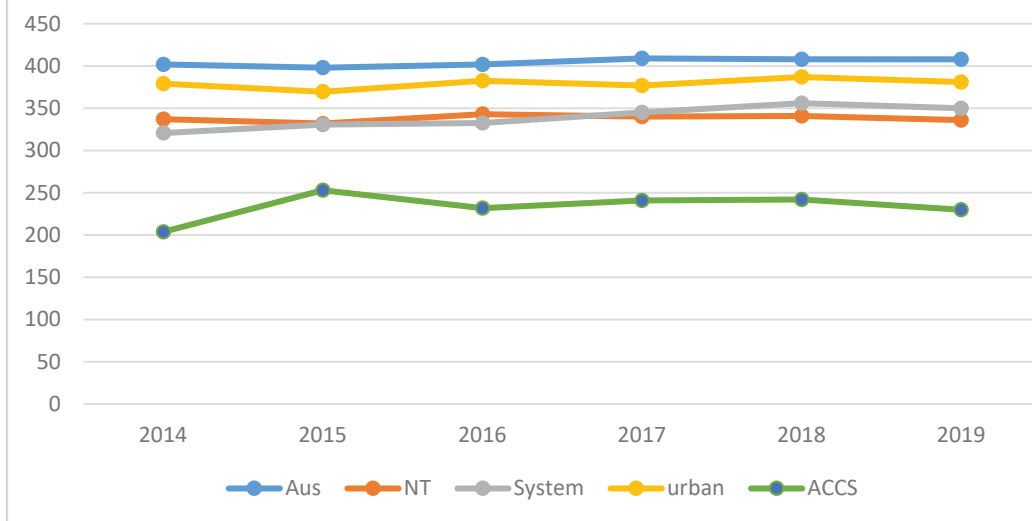
NAPLAN Grammar Year 5-7 growth



NAPLAN Grammar Year 7-9 growth

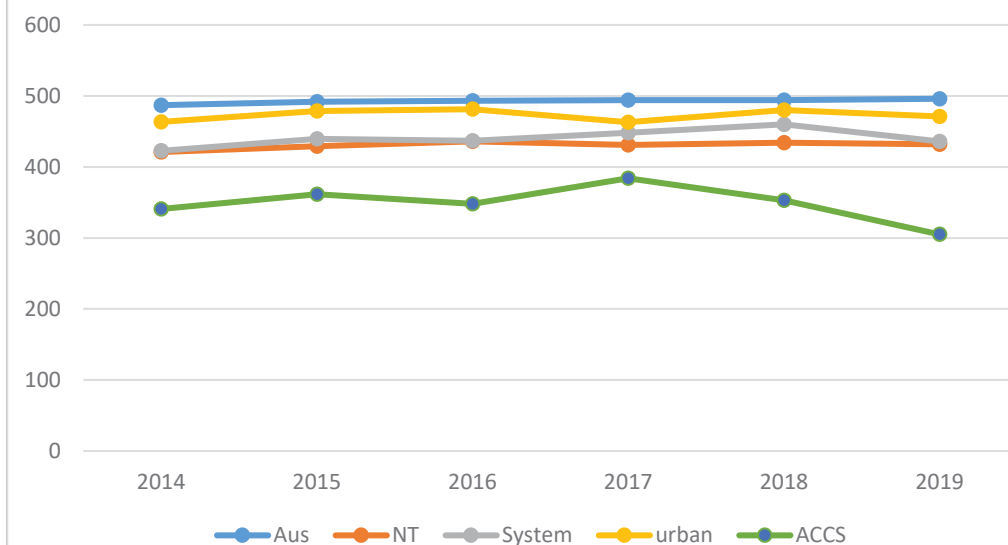


Year 3 NAPLAN Numeracy longitudinal 2014-2019

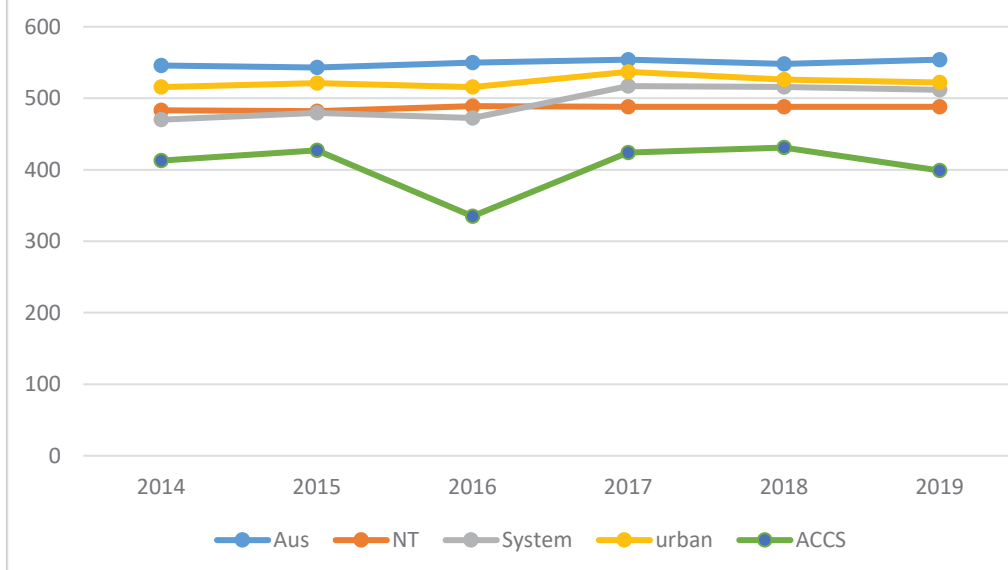




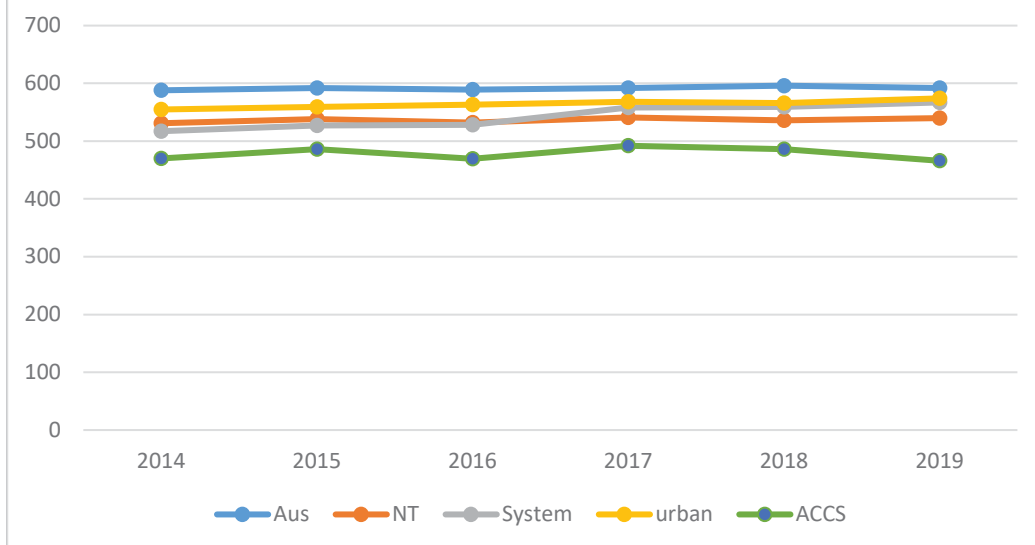
Year 5 NAPLAN Numeracy longitudinal 2014-2019



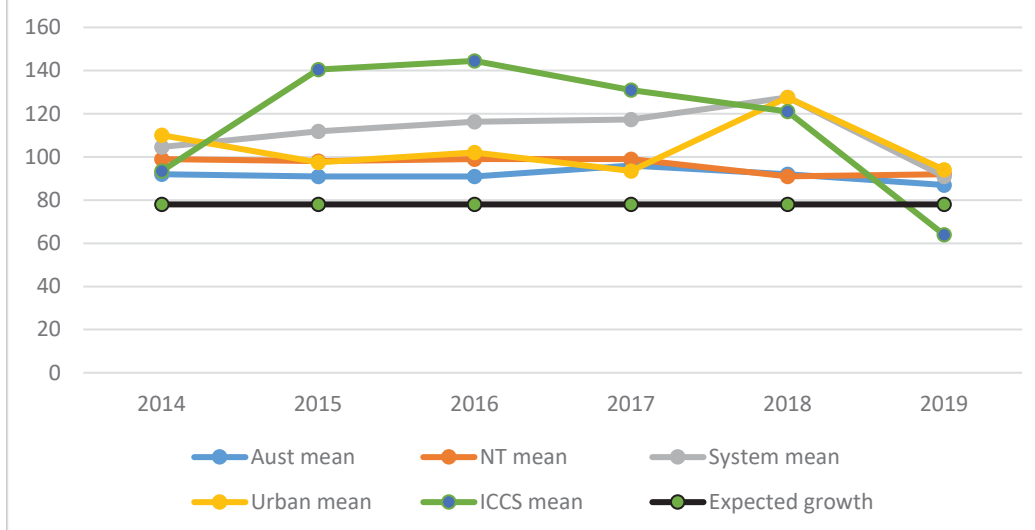
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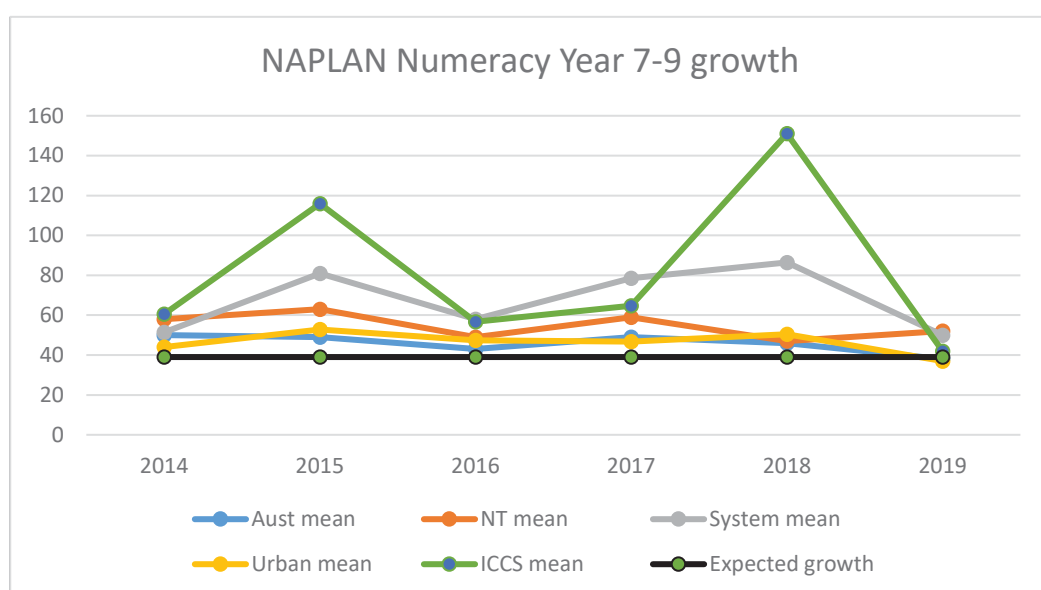
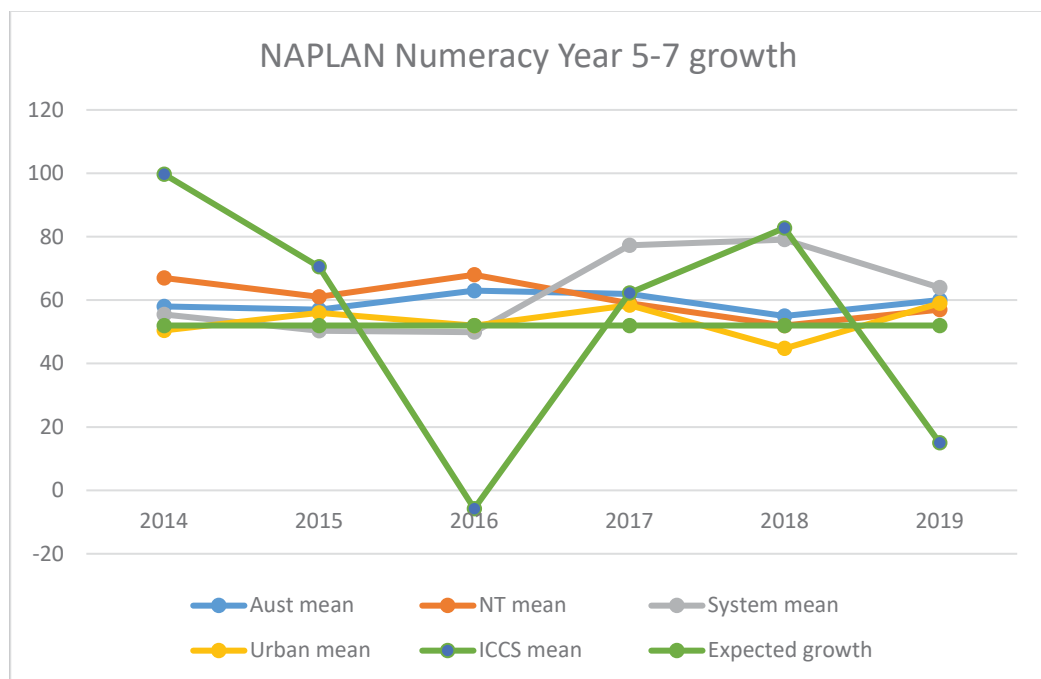


Year 9 NAPLAN Numeracy longitudinal 2014-2019



NAPLAN Numeracy Year 3-5 growth





## ABORIGINAL EDUCATION

During 2019, service was provided to support schools in embedding Aboriginal and Islander perspectives across the curriculum. This work comprised of Cultural Education Awareness and Competency training as well as work in schools to support classroom-based practitioners. Some of the topics covered in this training included historical events which continue to impact First Nations peoples and contemporary research within Aboriginal education. CEO Education Officers also participated in this important training.

Workshops were provided for staff specifically addressing ways to work effectively with Assistant Teachers in Aboriginal Catholic Community schools (ACCS), school explicit training on embedding,

planning and record-keeping processes. Professional learning sessions were provided for and Assistant Teachers on strategies to support students in their class work.

During 2019 work has been focussed on delivery of Yunkaporta's 8 Ways and this work will continue in 2020 with the development of more targeted, school responsive pedagogical frameworks building on Yunkaporta's research.

Darwin hosted the Puliima Conference this year attended by CENT school staff and staff from the CEO. This conference recognised and celebrated initiatives in Aboriginal Languages across First Nations communities. Several sessions about recording and transcribing languages and creating digital language shells were exciting. This learning will be utilised in 2020 to support several schools in implementing their school specific Indigenous Language curriculum.

Schools were also supported in the work of Aboriginal and Islander Education Workers (AIEW) in the development and delivery of Cultural Education Programs that are community specific and delivered as required. The Teaching and Learning Team worked to embed Aboriginal perspectives across the curriculum including within Religious Education, English as an Additional Language or Dialect (EAL/D) and Science, Technology, Engineering and Mathematics (STEM).

An abstract was accepted for presentation at the 2020 Australian Speech Pathologists Conference to be hosted in Darwin focused on ways Aboriginal students engage with Standard Australian English. This will increase the visibility of CENT work in this important area of Aboriginal Education.

## **DATA INFORMED PRACTICE PROJECT**

2019 began as the final year of the system-wide funding of the Data Informed Practice Project. In-school Data Informed Practitioners (DIP) were reminded of this in their network meetings and Principals were provided a presentation about how they would embed the practice in their schools by the end of the year.

By July 2019, it became evident that some schools were not able to sustain Data Informed Practice without financial help from CENT. This was due to various unforeseen circumstances including the system-wide roll out of GradeXpert and staff turnover in some schools that required new staff to be trained as Data Informed Practitioners. The CEO Executive has allocated further funding of 0.1 FTE per participating school for 2020 to support schools in their transition and in the establishment of structures and processes for embedding Data Informed Practice. Five Key Performance Indicators for Data Informed Practice based on the Australian Council for Educational Research (ACER) School Improvement Tool were developed and shared with Principals to assist schools.

During the year, Curriculum Coordinators and DIP Coordinators expressed the need for direction from CENT regarding curriculum documentation and recommended data sets for schools to enable them to create tailored learning experiences for each student in each class. Currently schools collect a range of student educational achievement data which is stored on GradeXpert. When GradeXpert was rolled out, schools were requested to collect at least one piece of data in Literacy and one piece of data in Numeracy either from Progressive Achievement Tests (PAT) testing or National Assessment Program – Literacy and Numeracy (NAPLAN). A systemic approach to data



collection including consistency with data sets and centralised data access is required to enable analysis of data and comparisons across school types to inform and improve service delivery to schools.

Schools were consulted in 2019 about the collection of data sets and recommendations to schools by CENT were based on a minimum of 4 data sets that all schools should have collected and recorded on GradeXpert. (CENT now has system-wide access to all schools' data.) In 2020 a CEO Education Officer has been given the responsibility to coordinate data analytics across the system so that the strategic direction of CENT in Teaching and Learning can be informed by this data.

With the expectation that schools will have embedded Data Informed Practice by the end of 2020, a decision was to amalgamate the DIP and Curriculum Coordinator network meetings into one. Network meetings in 2020 will also be held in Week 8 of each Term (instead of Week 3) to help facilitate information flow and communication from Principals and Deputy Principals at school level. The aim being to improve communication between curriculum leaders, Principals and Deputy Principals and consistency in practice.

It is very apparent that schools have become adept at collecting data and uploading data to GradeXpert. Many schools now use GradeXpert for Semester Student Reporting. However, schools require further support to manipulate the data captured and stored on GradeXpert to inform their ongoing practice. In 2020, CENT will work towards collecting evidence of this through Critical Friend meetings between school DIP Coordinators and CEO Education Officers. Professional Learning in data analytics will also be conducted during network meetings. During 2020, Principals and Curriculum/DIP Coordinators will be invited to present their action research project showcasing their journey towards embedding Data Informed Practice.

The ACER School Improvement Tool lists the analysis and discussion of data, a culture that promotes learning, an expert teaching team, differentiated teaching and learning and effective pedagogical practices as important aspects of School Improvement. These five elements, arguably, are based in student achievement data, the absence of which could significantly affect school improvement.

## **EARLY YEARS AND SCHOOL AGE EDUCATION AND CARE**

Key priorities and focus areas across all CENT Education and Care settings during 2019 has been on the following:

- Provision of quality care and consistent practices
- Development of systemic procedures and policies
- Building capacity of staff and upskilling leaders
- Supporting services in meeting or exceeding National Quality Standards
- Effective implementation of play based and inquiry approach to learning
- Building the capacity of leaders in the management and operation of services and upskilling staff in ACCS

The 'Developing Early Years Leaders' Program continued in 2019 targeting leaders and coordinators from all services. The focus was on developing leadership and management skills and

promoting and leading quality practices in CENT services. Facilitator and program designer, Ms Ann Sexton, Education Consultant, Brown Collective led a leadership program over two days in March and one day in September. The program provided opportunities for participants to develop leadership skills, engage in difficult conversation scenarios, build confidence, develop vision, build teams, and explore personality traits and emotional intelligence. The focus on development of leaders will continue in 2020 with opportunities to participate in the program extended to new and emerging leaders in line with CENT strategic intent.

Learning environments were updated and changed within services as staff shared their knowledge, experience, and visited other services within CENT network. Service visits have inspired and motivated educators to critically reflect on their learning spaces and practices to improve children's engagement. One ACCS Preschool teacher shared her program with the wider network and with remote communities, to demonstrate how the program, reflection and learning stories are sustainable and manageable in context. Collaboration has led to improved practices overall and has enhanced professional dialogue within the Early Years learning community with all staff contributing and critically reflecting on their learning programs. Outside School Hours Care (OSHC) Coordinators have focused on sharing programming and practices with other services, which has assisted in building the capacity of staff who may lack experience or knowledge in planning, programming, and assessing learning. OSHC program and assessments of learning will be a focus for professional learning during 2020.

The data gathered from the Assessment of Student Competencies continued to inform programming. This assessment information is ongoing and collected from children at the end of week six each term to identify strengths and gaps in children's learning in both remote and urban settings. Currently some staff collate and report the data through GradeXpert, however not all centres are using this software for reporting. All staff still send data to CENT for collation into graphs. During network meetings this year, system data was analysed to improve understanding of assessments and activities used to identify competencies achieved, and to develop skills in programming to support skill development.

Monitoring inspections by Quality Education and Care NT (QECNT) continued to be conducted annually in all CENT services including remote services. All services were assessed as meeting National Quality Standards, except one service which was deemed as *Working Towards* National Quality Standards. Most services were compliant this year, with the main compliance issues being maintenance and cleaning (due to the age of the buildings) and correct maintenance of documentation (program, medical management and incident reporting).

Meetings with the Department of Education (DoE) and Quality Education and Care (QECNT) have been conducted to promote collaboration, to implement and improve practices in CENT services and to access information regarding DoE workshops.

Ms Belinda Hoult from the Department of Education provided professional learning and support to enable Catholic schools' participation in the Age Appropriate Pedagogy Program. Age Appropriate Pedagogies are learner centred and involve scaffolding of learning and active engagement of children in learning, in line with the pedagogical approach promoted in CENT Early Learning Centres and Preschools. This professional learning has assisted in bridging the gap between settings.

CENT schools participating in the Age Appropriate Pedagogies are as follows:

- Mother Teresa Catholic Primary School since Semester II, 2018.
- Sacred Heart Catholic Primary School since Semester II, 2018.
- St Paul's Catholic Primary School continued with the program, (elected not to utilise all the resources, meetings, and workshops available to support the program).
- Holy Family Catholic Primary School withdrew from the program.

CENT remains a member of the Early Childhood Education and Care Awards Committee as part of the Key Stakeholder Advisory Group (KSAG). Relationships continue to be fostered with other key organisations including DoE, Early Childhood Australia, Child Australia and Industry Skills Australia. CENT has been represented at all KSAG meetings this year that focused on a 2019 work plan with discussions on how to address issues around the workforce, OSHC and Australian Early Development Census (AEDC) data as well as advocating for the education and care space in the Northern Territory. CENT intends to further develop and consolidate relationships with members on this committee in 2020.

Quality Education and Care NT (QECNT) Assessment and Rating visits occurred in 2019 with St Francis of Assisi ELC, Our Lady of the Sacred Heart Thammarrur Preschool, Ltyentye Apurte Preschool, Murrupurtiyanuwu Preschool, St Joseph's ELC and Sacred Heart OSHC.

St Francis Xavier Preschool is currently under the radar of assessment due to small number of enrolments. QECNT have indicated that two of CENT urban ELCs are due to be assessed early in 2020.

The table below indicates rating of each service as of December 2019:

Service	Maximum number of children	Rating as per Assessment and Rating	Date
Holy Family ELC	45	Meeting	11/12/2018
Holy Family ASC	60	Working Towards	18/05/2018
Holy Spirit COL	45	Meeting	14/12/2016
Holy Spirit OSHC	100	Meeting	15/11/2017
Sacred Heart ELC	44	Meeting	25/01/2017
Sacred Heart OSHC	120	Under partial re-assessment	25/07/2019
St Mary's COL	45	Meeting	02/05/2017
St Mary's OSHC	75	Meeting	02/08/2017
St Paul's ELC	33	Meeting	20/08/2018

<b>St Paul's OSHC</b>	75	Meeting	10/08/2017
<b>St Francis of Assisi ELC</b>	44	Meeting	29/04/2019
<b>St Francis of Assisi ASC</b>	50	Meeting	05/09/2017
<b>St Joseph's ELC</b>	44	Under Assessment	16/10/2019
<b>St Joseph's ASC</b>	30	Meeting	27/07/2018
<b>Ltyentye Apurte Preschool</b>	53	Meeting	19/09/2019
<b>Murrupurtiyanuwu Preschool</b>	38	Working Towards Partial re-assessment in 2020	17/10/2010
<b>OLSH Thamarrurr Preschool</b>	84	Meeting	15/05/2019
<b>Mother Teresa's ELC</b>	55	Meeting	09/01/2019
<b>Mother Teresa's OSHC</b>	48	Meeting	09/01/2019
<b>St Francis Xavier Preschool</b>	18		

Most CENT services are deemed to be *Meeting* National Quality Standards. Services are having greater difficulty obtaining the *Exceeding* National Quality Standards rating but one service has achieved *Exceeding* standards for some elements. One service is currently awaiting their draft assessment report and two other services will be conducting a partial re-assessment of their service early in 2020. The aim is to continue to strive for *Exceeding* National Quality Standards in all areas.

Early Years Network meetings were well attended during the year with participants demonstrating growth in leadership, management and operational skills and knowledge. There is evidence of a positive culture within the CENT Early Years learning community. Network meetings have provided opportunities to upskill staff, not only in leadership and management but also to develop skills in pedagogy, quality practices and in STEM. Staff have also embraced local workshop opportunities conducted by ECA, Child Australia and DoE.

The Early Years Standing Committee met regularly throughout 2019. Their work focused on the development of a 'Purpose' statement, reviews to the Education and Care Services Information booklet, and the development of two prescribed policies: Early Years Pedagogy Policy and



Procedure, and an Environmental and Sustainable Policy and Procedure. The focus in 2020 will include the review of prescribed policies and the development of Business Plans.

Early Years Sector meetings were held during the year and attended by Assistant Directors and OSHC Coordinators. Leadership programs, credit cards, job descriptions, annual fee increases, business plans, updates to practices and other professional issues were the focus of these meetings. The 'sector' meetings have been renamed '*Governance and Leadership Meetings*' with a focus on strategic directions for services and building the leadership capacity of Early Years leaders.

CENT acknowledged and celebrated significant achievements for the year in:

- growth in leadership skills of Assistant Directors and OSHC Coordinators,
- services achieving '*Meeting*' National Quality Standards,
- collaboration of all staff with programs, vision, and ideas,
- positive relationships with DoE, ECEC Grants and Subsidy, QECNT, ECA and Key Stakeholder Advisory Group (KSAG),
- overall improvements in physical spaces as a result of Long Day Care Upgrade Grants
- inquiry and play based spaces,
- upskilling of staff in qualifications especially in remote school services,
- updating and completion of job descriptions,
- policy development, and
- reviews and development of CENT position papers for Early Years and OSHC.

## **ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)**

CENT provides ongoing support to EAL/D students in urban and regional schools, and ACCS. Within ACCS, Australian Standard English is often a student's second, third or fourth language. Darwin and Alice Springs are designated regional centres for migration and several new arrival students attend CENT Primary and Secondary schools. All these students, including others who are resident in urban and regional areas for whom English is a Second Language, benefit from the assistance that CENT provides to schools via a dedicated part-time EAL/D Education Officer.

All new arrival students assessed as being in the beginning or emerging phases in the four modes of language are eligible to receive support funding to assist with their transition to school, and the use of Australian Standard English as the medium of language for learning. In 2019, many schools received this support funding.

Since 2014, the ESL New Arrivals Program has been replaced by the Australian Education Act 2013 (AEA), through the Quality Schools reforms. As such, the previous payments under the School Assistance Act 2009, has been replaced by a Schooling Resource Standard (SRS). The SRS now includes a Low English Language proficiency loading. Students who arrive in Australia and from a language background other than English are eligible to receive funding. At least one of the student's parents must have completed school to Year 9 (or equivalent) or below and recently settled migrants and refugees are eligible to receive a loading that is 10% of the base amount.

In 2019, schools were provided support with assessing, monitoring and reporting EAL/D students' progress and English proficiency levels. Part of the EAL/D professional learning included participation in assessment moderation activities to support consistent and comparable judgements of EAL/D student learning. Such support was provided to the following schools and networks:

- Curriculum Coordinators' Network Meeting
- Murrupurtiyanuwu Catholic Primary School
- Xavier Catholic College
- Our Lady of the Sacred Heart Catholic College, Bath Street Campus.

In Term 4 2019, the NT Department of Education introduced the new Northern Territory English as an Additional Language/ Dialect Learning (EAL/D) Learning Progressions to CENT Curriculum Coordinators. The NT EAL/D Learning Progressions are an alignment of the Northern Territory English as a Second Language (ESL) Levels with ACARA's four phases of English Language Learning. Support was also provided through professional learning opportunities to support schools with pedagogical practices and resources that are aligned to recommended practices and procedures.

An EAL/D position paper and policy was created in draft format which will be reviewed in early 2020.

## INSTRUCTIONAL COACHING

Following the successful trial of Instructional Coaching in 2018, schools were invited to participate in the Instructional Coaching Project in 2019.

The following schools were allocated 0.2 FTE funding to commence Instructional Coaching in their school. Funding for Phase 1 schools was made available for the 2019 and 2020 school years only.

- Ltyentye Apurte Catholic School, Santa Teresa
- MacKillop Catholic College, Johnston
- O'Loughlin Catholic College, Karama
- Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye
- St Joseph's Catholic College, Katherine
- St Mary's Catholic Primary School
- St Paul's Catholic Primary School

Due to the late start of the program, most of the work of mentoring was held shoulder to shoulder with two Education Officers meeting with In-school Coaches once in Term 3. Feedback from the meeting indicated that it was greatly beneficial as many of the issues that In-school Coaches identified were the same for other coaches. ACCS attempted to Skype in for the meeting with various levels of success.

Initial training for Phase 1 schools, was conducted by CENT staff (Mr Geoff Perry, Ms Carly Bilke, Miss Robyn Craig) on 25 and 26 March 2019. These introductory days provided an overview of the

Jim Knight's Impact Cycle and provided information about Instructional Coaching and how it impacts on teacher effectiveness.

On 29 and 30 April 2019, Growth Coaching International presented a two-day program entitled The Impact Cycle. This program was designed around key themes of Jim Knight's book *'The Impact Cycle: What Instructional Coaches should do to foster powerful improvements in Teaching'*. The aim of the program was to support educators in establishing coaching cycles that would lead to improved teaching and student learning.

Participants explored the following questions:

- What are partnership principles, and should I ground my coaching in them?
- What should be my approach to coaching?
- How do Instructional Coaches identify goals with teachers?
- How should Instructional Coaches go about explaining and modelling teaching strategies?
- How do Instructional Coaches partner with teachers to make adaptations until goals are met?

Following the program, Education Officers were partnered with In-school Coaches as mentors. They met to discuss how to introduce Instructional Coaching into schools. In-school Coaches began to introduce the concept of Instructional Coaching to their staff. There were various levels of engagement in schools, with most having one or two teachers involved in the process.

Expressions of Interest were called for at the end of Term 3. The following schools were confirmed participants in the Instructional Coaching Project in 2020:

- Holy Family Catholic Primary School
- Holy Spirit Catholic Primary School
- Mother Teresa Catholic Primary School
- Murrupurtiyanuwu Catholic Primary School
- St Francis Xavier Catholic School
- Xavier Catholic College

The effectiveness of this project was hampered due to the late start of the training, staff changes, and delay in reassigning the leadership of the project following the retirement Mr Chris Pollard, Deputy Director Teaching and Learning in mid-2019. Ms Trish Gooch from Trish Consulting has been engaged to deliver training and coaching for CENT in 2020. Project delivery in 2020 will include Professional Learning sessions for all participants each term and individual coaching sessions for participants throughout the year. The intent is that Instructional Coaching Phase 1 will be embedded in schools by the end of 2020 and Phase 2 in schools by 2021.

## MIDDLE YEARS PEDAGOGY

CENT once again supported a significant number of students through the middle years (Year 5- 9) of their education in 2019. Several notable events occurred this year, including three of CENT schools making the transition to online NAPLAN and many schools adopting the software package GradeXpert.

Throughout the system, schools clearly recognised the need for a middle year specific approach to curriculum, assessment and reporting, and pedagogy. Several schools engaged CENT to work with Curriculum Coordinators and middle year teachers on their priority areas for improvement. This year, the following examples of support occurred:

- O'Loughlin Catholic College, Darwin:
  - Creating a middle years' curriculum planning and assessment framework
- The Data Informed Practitioners:
  - Analysing and actioning of data from Years 5-9
- St Joseph's Catholic College, Katherine:
  - Reviewing middle year policy, supporting the curriculum planning process, and delivering data analysis professional learning
- Holy Spirit Catholic Primary School, Darwin:
  - Implementing a new critical reading and writing approach in literacy in Years 5 and 6
- Our Lady of the Sacred Heart Catholic College, Alice Springs:
  - Analysing transitional data across the primary and middle year campus.

Additionally, four CENT primary schools began or completed the process of producing a pedagogical framework. These documents have laid the foundations in recognising that the middle years of schooling requires a different approach to both primary and senior schooling.

During 2019, CENT engaged leading experts to work with schools through a series of professional learning workshops. Ms Deborah Vietri of Deborah Vietri Education Consulting facilitated a series of three workshops on both 'Inquiry in the Classroom' and 'Leading Inquiry'. Following the success of the two previous years, Mr John Munro from the University of Melbourne was engaged again to facilitate two workshops on 'Oral language' and 'Differentiating Reading across the Curriculum'. Both facilitators worked closely with CENT Education Officers to co-design the professional learning to meet the needs of middle years' pedagogy and curriculum. These professional learning opportunities were well attended by both middle years' teachers and school leaders, with follow-up school visits evidencing a clear implementation of the pedagogical learnings in the Year 5-9 classrooms.

A position paper relating specifically to 'Middle Years' Curriculum and Pedagogy' was produced in draft format. This paper will be reviewed early in 2020, with the expectation it will become operational in 2020.

## **NUMERACY AND MATHEMATICS**

During 2019 CENT provided a variety of Mathematical professional learning for staff in both remote and urban schools during the year which included:

- Emeritus Professor Peter Sullivan, Monash University outlined the advantages of having students working on mathematical challenges prior to instruction from teachers, with learning appropriately differentiated, and subsequent consolidation of tasks posed.
- Training was provided into the methodology and techniques in Maths Assessment Interview (MAI). Staff received information into the background research, its components,



techniques and methods in administration of interviews, how to analyse interviews, using data from interviews, misconceptions, knowledge and strategies to plan effective maths lessons.

- The Quality Teaching Framework for upper primary and secondary teachers was outlined to ensure that important elements in numeracy such as 'big ideas' were explained in order to build knowledge and understanding of key concepts and how numeracy skills are sequenced within teaching and learning.

Training in structuring a numeracy block was provided using sound numeracy pedagogy to reinforce routines, scaffolding learning via specific steps/activities and optimising time on task and classroom climate by mastering smooth transitions. Planned sequencing of teaching and learning activities to stimulate and maintain engagement by linking lesson and unit learning was also highlighted.

At the commencement of 2019 and with a relatively new CENT Teaching and Learning Team, the primary focus was to foster relational trust and positive working partnerships with all schools. As relationships were fostered and trust was established, most schools, apart from one, were visited. Meetings held with leadership, staff and students included ongoing formal and informal discussions regarding pedagogy and teaching practices in numeracy.

Building a positive impression, establishing a good rapport, and engaging in professional dialogue to evaluate teaching strategies and programs within schools was the overall premise to lead with. After initial meetings, follow up visits were planned to suit the needs of each individual school regarding numeracy.

One of the areas of concentration in 2019 was to improve capability and confidence of students and to address maths anxiety in classrooms. Teachers were upskilled to provide high quality learning opportunities for all students in mathematics. To support schools through this process a variety of numeracy lessons were modelled for various teachers at different year levels and ideas and guidance were delivered in a non-threatening way. The intentions of the lessons were to provide food for thought and conversation starters on what constitutes effective mathematics teaching and learning. Lessons included creating good structures, role of explicit teaching, improving group work skills, remembering, reflection, and engaging students to make the teaching and learning experience more enjoyable for all students. Emphasis in all lessons focused on highlighting the Australian Professional Standards for Teachers Standard 2: *Know the content and how to teach it*. Through supporting teachers with using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs, teachers were challenged to think creatively in developing their personal mathematics pedagogy.

Supporting and working alongside Teacher Assistants to improve and upskill their mathematical knowledge and awareness through training and using manipulatives was provided in 2019. The use of hands-on materials was a strong element of these numeracy sessions where materials were manipulated to develop a student's understanding of a concept and students were encouraged to build their own ways of 'doing' mathematics. There was a clear emphasis on working with local Teacher Assistants to effectively work with students, thus supporting a positive teaching and learning environment, particularly in remote schools.

Work on the development of a Numeracy Position Paper began in Semester 2 of this year. The CENT Numeracy Position Paper provides an overall structure for developing whole school approaches to teaching Numeracy. Central to the planning process are teachers' beliefs in, and understanding of, their professional capacity to improve numeracy outcomes, and the capacity of every student to learn in an appropriate environment. This Position Paper will acknowledge, build upon and supersede the previous CENT Mathematics Education Policy. It is a formal statement on the education of Mathematics/Numeracy for Catholic systemic schools of the Diocese of Darwin and is currently in the first draft phase.

CENT continues to work in collaboration with the Department of Education NT in delivering quality teaching and learning. The Department developed a Teaching and Assessment framework for primary schools and highlighted the 'big ideas' in numeracy to build knowledge and understanding of key concepts.

Utilising this framework, the CENT Numeracy Team along with the ACCS Curriculum Coordinators developed a quality teaching framework for upper primary and secondary schools, to ensure that important elements in numeracy were prioritised and explicitly taught. Support was provided for teachers to build knowledge and understanding of key concepts and develop understandings as to how numeracy skills are sequenced within the Teaching and Learning Program. The framework developed aligns with the Australian Curriculum and will help support and assist schools with teaching and learning.

Age-appropriate pedagogies in early years of schooling support Early Year Teachers to apply a range and balance of teaching approaches and characteristics of quality teaching in their classroom practice. Working collaboratively with Ms Lisa LeGros (Education Officer Early Years) and Ms Belinda Hoult (DoE Early Years), teachers and school leaders were provided support to continue building strong professional learning communities, to effectively implement age appropriate pedagogies and to help strengthen their understanding of this pedagogical approach. CENT worked closely with Transition Teachers and focused on a balanced use of the full range of pedagogical approaches to enhance teaching numeracy in early years.

Several schools highlighted the need to improve teachers' confidence in teaching mathematics and in developing skills to cater for different needs of students in classrooms. Implementation of a whole-school approach to numeracy and planning, including consistent planning formats and use of consistent numeracy vocabulary was identified as an area of need.

CENT guided and assisted schools with the implementation of mathematical programs to suit individual schools, to best suit their teachers and above all their students. CENT also assisted schools with numeracy resources and collaborated with schools in setting up numeracy kits for teachers to use which focus on a specific dimension of teaching within the mathematics curriculum. Each kit contains resources for daily use during the numeracy block, such as calculators, counters, assorted dice, pattern blocks, number lines and playing cards.

The importance of planning effectively to enhance learning in numeracy was a focus for teachers and leaders in schools for 2019. With the support of CENT some schools started to revise, refresh and update policies, procedures and planning documents to support meaningful learning. CENT Education Officers assisted with planning and worked 'shoulder-to-shoulder' with teachers in their classrooms. This highly effective professional learning model will continue in 2020.

An area of concern regarding planning documentation was that most schools lacked a Scope and Sequence for Mathematics. A Scope and Sequence is a summary of what is to be taught, the sequence in which it will be taught and the Australian Curriculum Level Descriptions, Content Descriptions and Achievement Standards that may be addressed in the intended learning.

Another area that has been a challenge for schools is curriculum planning. Effective school documents providing a systemic overview of what students need to learn in numeracy are required. Schools are working to develop a clear and concise model of reflective practice in relation to curriculum planning in mathematics. This will continue to be a priority in 2020.

Another focus for 2020 is a whole-school approach to numeracy teaching and supporting schools with consistent and evidence-based programs. The CENT Numeracy Team will be working closely with schools in 2020 to develop, strengthen and support a whole school numeracy approach.

## SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) AND DIGITAL TECHNOLOGIES

The Deb Vietri Inquiry Model has supported the development of STEM in schools by driving a change in thought away from the conventional content driven curriculum to one where Understanding by Design (Backward Design) and collaborative planning has greater focus. This mindset will assist in the incorporation of STEM/Science, Technology, Engineering, Arts and Maths (STEAM) ideas.

Regular staff changes in ACCS has been hazardous for sustainability and continuity of STEM/STEAM Programs in schools. Much of the focus this year has been on building capacity of all teachers in both STEM and Digital Technology through professional learning sessions and in-class modelling. This model has been popular across other schools, with many staff exhibiting great interest in developing their skills further.

In June 2019, a STEM Workshop was held at O'Loughlin Catholic College presented by Dr Gary Stager, journalist, teacher educator, consultant, professor, software developer, publisher, and school administrator. Dr Stager is co-author of: *Invent To Learn – Making, Tinkering, and Engineering in the Classroom*, called the “bible of the **maker** movement in schools”. Many staff from CENT schools attended. More of these hands-on types of workshops will be planned for 2020.

*Maker* spaces have been developed in three schools to date with another three schools looking to create one. These spaces allow for creativity and design to flourish; but require additional teacher input and often more physical resources. These spaces are also used to develop student (and teacher) skills in robotics to allow them to enter in competitions such as RoboCup and First LEGO league. Two schools entered the RoboCup competition in 2019 and one school into First LEGO League 2019. Schools will be supported to enter these competitions which facilitate cooperation and communication, and the development of real-life skills in students.

CENT has purchased ten sets of LEGO WeDo 2s and 10 sets of LEGO EV3s. These sets are borrowed by schools to support their STEM approach or for use in the RoboCup competition.

ACER has produced two new tests: PAT – Science, and PAT – STEM with one school engaging with these test materials. CENT will continue to promote the use of appropriate testing materials to support STEM.

A major focus this year was to develop staff capacity in Digital Technologies. Xavier Catholic College, Murrupurtiyanuwu Catholic Primary School, St Francis of Assisi Catholic Primary School and Sacred Heart Catholic Primary School are currently involved in the ACARA Digital Technologies in Focus (DTIF) Project. The ACARA Consultant leading this project has willingly shared resources and information with CENT.

The Computer Science Education Research (CSER) Massively Open Online Courses (MOOCs) on Digital Technologies through The University of Adelaide are available to all teachers interested in developing knowledge and skills in this area. These courses were previously limited only to schools involved in the Digital Technologies in Focus project.

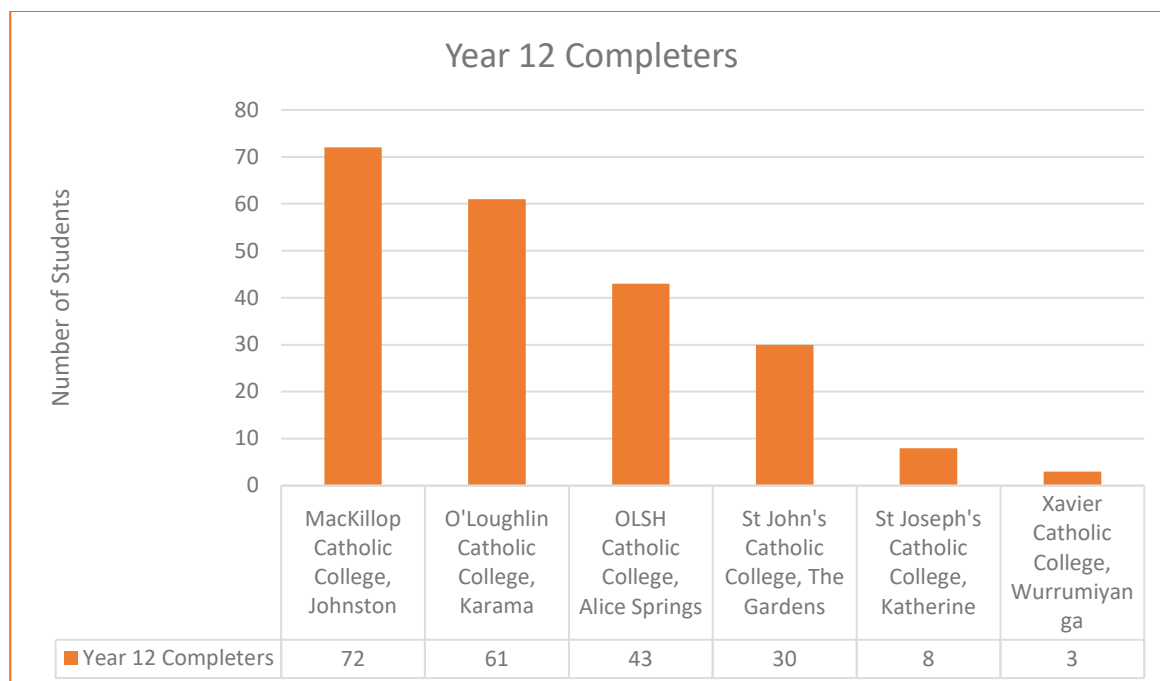
CENT provided support to a wide range of staff, including support staff through in-school and in-class modelling, one-on-one consulting, whole staff meetings and workshops with external providers and CENT staff.

Many CENT schools have now included coding across curriculum areas to build skills of both teachers and students. This has brought to light several technical issues across many schools including internet speeds and connections, and device types and uses. iPads are excellent devices for gathering information and creating documents, however NT Schools provides limited support with these devices. Digital Technologies requires digital devices and sound connections (ICT). Progress with the curriculum aspects of Digital Technologies is sometimes hampered due to connection and/or hardware issues.

## SENIOR YEARS

CENT continued supporting schools with Year 12 students throughout 2019. The table below outlines the number of students at each of the schools that completed their NTCET this year.





Xavier Catholic College, Wurrumiyanga, had three Stage 2 student graduates through the Northern Territory School of Distance Education (NTSDE).

Despite the many hurdles that these students experienced, all completed the requirements of the NTCET.

One student was awarded the prize of the Top Aboriginal Student of the NT School of Distance Education (NTSDE). This same student also qualified for an Australian Tertiary Entrance Rank (ATAR) and was also awarded the Kami Sceney Remote Aboriginal Excellence and Leadership Award, while being only the second student to qualify for an ATAR while studying on the Tiwi islands.

## Top ATAR in CENT Urban Schools

School	ATAR Score
O'Loughlin Catholic College, Karama	97.50
OLSH Catholic College, Alice Springs	97.50
MacKillop Catholic College, Johnston	91.20
St John's Catholic College, Darwin	95.90
St Joseph's Catholic College, Katherine	96.50

## Median ATAR

School	ATAR Score
O'Loughlin Catholic College Karama	64.35
Our Lady of the Sacred Heart Catholic College, Alice Springs	56.90
MacKillop Catholic College, Johnston	63.60
St John's Catholic College, Darwin	57.60

## Other ATAR statistics

School	No. of ATARs	90 and above	80 and above	70 and above	60 and above	50 and above	Below 50	Mean
O'Loughlin Catholic College Karama	49	4 (8.2%)	7 (14.3%)	7 (14.3%)	15 (30.6%)	7 (14.3%)	9 (18.4%)	64.29
OLSH Catholic College Alice Springs	37	1 (2.6%)	2 (5.3%)	7 (18.4%)	6 (15.8%)	10 (26.3%)	12 (31.6%)	56.70
MacKillop Catholic College Johnston	21	1 (4.8%)	3 (14.3%)	4 (19.0%)	6 (28.6%)	3 (14.3%)	4 (19.0%)	64.96
St John's Catholic College Darwin	24	2 (8.3%)	1 (4.2%)	6 (25%)	3 (12.5%)	4 (16.7%)	8 (12.5%)	59.38

## VOCATIONAL EDUCATION AND TRAINING (VET)

In 2018 the Australian Government commissioned an expert review into Australia's Vocational Education and Training (VET) system. The review - *Strengthening Skills* - was completed by the Honourable Steven Joyce and from this, several recommendations concerning clearer secondary school pathways and better careers information have commenced. CENT endeavours to promote VET as an exciting multi-faceted pathway for parents and schools, offering students an alternative pathway to higher education and employment.

The recent employment projections for the next five years predict that 90% of jobs will require post-school education, with almost 60% of those jobs requiring a VET qualification. There were approximately 55 different VET courses available to CENT students during 2019 with over 650 enrolments throughout ten schools that offer VET courses. The variety of courses cater for an

increased industry demand to have skilled workers. The most popular courses for students were Hospitality, Health, Construction and Business.

In addition to students attending VET courses outside school, CENT also embedded trainers both at schools and at the CEO to deliver training. Certificate courses included Applied Languages, Construction Pathways, Health and Community Services, First Aid and Hospitality. Delivery at school level has a higher completion rate and allows for a stronger relationship between the trainer and students, particularly in ACCS.

MacKillop Catholic College had great success with their Registered Training Organisation (RTO) and were awarded runner up at the Annual Northern Territory Training Awards in the category of Training Provider of the Year. In addition, MacKillop Catholic College had 69 students enrolled in various courses including Business, Conservation Land Management, Creative Industries and Screen and Media through their RTO with over 95% completion rate.

Another great success in the NT Training Awards was Claudia Kretschmer from St Joseph's Catholic College Katherine. Claudia was awarded runner up School-based Trainee/Apprentice of the Year through her apprenticeship in Early Childhood Education and Care.

Certificate III in Christian Ministry and Theology continued to be offered to students, with 91 students achieving the full certificate and a further 22 students receiving Statements of Attainment.

## CAREERS

The future workplace will bring new expectations of people. Children starting preschool today will engage with a different world – a world yet to be imagined. They will be asked to do jobs yet to be created, use technologies yet to be invented, and face social, economic and environmental challenges yet to be anticipated.

“Young people will need different skill sets to thrive in technology-rich, globalised, competitive job markets”

(Mitchell Institute, Preparing young people for the future of work, 2017, p 3).

The Careers area, as with VET, has experienced a positive shift in focus based on recommendations from the *Strengthening Skills* Report by the National Career Education Strategy, a review into a National Careers Institute and the appointment of Mr Scott Cam as the first National Careers Ambassador. In addition, the Education Council (including state and territory Education Ministers) has commissioned a review of senior secondary pathways to examine how students can be supported to choose the best pathway into work, further education or training.

CENT Careers Network meetings were held this year in March and August. The March meeting coincided with the Department of Education careers seminar held in Darwin allowing Careers Coordinators in schools to attend both events. The March network meeting focused on creating an information book on workplace learning for both students and parents and planning for mini expos in CENT ACCS. At the meeting in August, two Year 12 students shared their journey through school including the factors and people who helped them to make their pathway decisions.

The following first two objectives from the National Careers Strategy were unpacked with staff:

1. Students have transferable skills that equip them for work in the future
2. Career education meets the needs of all students

Staff explored how these objectives could be implemented in schools. Careers will continue to be a focus in schools with a pilot program offered to primary schools in 2020. This program will provide an opportunity for children to investigate career related learning with a range of activities including aspiration days, workplace visits, guest speakers and parent engagement sessions.

## **INCLUSION SUPPORT SERVICES**

The CEO Inclusion Support Services (ISS) Team consists of CEO based Inclusion Advisors, a Speech Pathologist, Occupational Therapist, two School Psychologists and Team Leader, as well as school-based Inclusion Support Coordinators, Inclusion Teachers and Inclusion Support Assistants. Inclusion Support effectiveness was reflected in maintaining a cohort of identified students with inclusion needs, funding and subsequent resources in all schools to meet the students' needs.

The Inclusion Team has embedded the INSPIRE software program as an integral part of ISS processes, used by all relevant staff in schools and providing robust data for the National Consistent Collection of Data (NCCD) Project. This compulsory Australian Government project collected data on students with identified needs including levels of adjustment to programs to meet student needs.

The INSPIRE software program continued as the ISS's key pathway for schools to record initial adjustments and commence the development of individual adjustment plans for students with inclusion needs. This program is also used to generate a request for service to the CEO, apply for funding online, and support schools with the National Data Collection and Students with Disability Census requirements. Updates to INSPIRE and inclusion support process for 2019 included the development of a referral checklist for clinicians and embedding of the NCCD individual student summary sheet that supports schools with the collection of evidence to support funding requests. The NCCD reflection tool has been embedded into INSPIRE and is currently the only program to do so in Australia.

INSPIRE updates continued to roll out during 2019 with input from software developers SRA Information Technology. An advisory committee has been formed consisting of teachers, ISCs, Principal, Advisors and clinicians to guide the ongoing development of INSPIRE in partnership with SRA Information Technology.

ISS continued to broaden the information on the Frog platform for Inclusion to allow teachers and parents access to current specialised information in areas of psychology, occupational therapy, speech pathology and remediation.

Innovative Inclusion related projects were implemented by multiple schools, including sensory rooms and Sound Field Systems to support students with hearing and other related learning difficulties. Mackillop Catholic College installed sound field systems across the school during 2019.



The ISS team have continued to model and encourage education and usage of sound field systems both in schools and in the office.

Towards the end of 2019, ISS additional funds for 2020 were targeted to support the employment of Inclusion Support Practitioners (ISP) in schools. The primary role of the ISPs being to build the capacity of ISAs and teachers working directly with students with Inclusion Needs in classrooms. The Inclusion Support Practitioners report to the Inclusion Support Coordinator (ISC) and Principal. All ISPs attend ISC professional development programs and forums at the discretion of the Principal.

The Ascertainment process for National Consistent Collection of Data (NCCD) was reviewed and modified in 2019 to include the ISC from each school in the process with key Inclusion Support personnel from CENT. Involvement of the ISC in the Ascertainment process promotes increased accountability from schools and builds understanding for ISCs in relation to national requirements and funding for students with a disability.

In 2019 all ISCs were trained in the use and administration of the Clinical Evaluation of Language Fundamentals (CELF), namely the CELF-5 screener. This is a tool that assists in the identification of language deficits in both receptive and expressive language.

Members of the ISS team consulted with members of the CALT team to develop a 'simple language' Request for Service that could be accessed by all ACCS, allowing community members to better understand the referral process and provide informed consent. Translator services will be utilised more in 2020 to complete this project.

Text Help assistive software was rolled out across all schools in the system. Mr Greg O'Connor, Asia Pacific EdTech Manager, conducted several workshops at CEO and visited all ACCS. ISS funded annual subscriptions have been organised for all students in CENT schools to utilise, although the uptake in some schools has been limited to date.

In Semester II, the new position of Senior Advisor Inclusion Support Services was created. This position was required to build capacity in current Advisors and provide adequate and ongoing training and mentoring for future Advisor/s working for ISS in CENT schools.

Capacity building of the ISS team led to improved service delivery to schools and better educational outcomes for all Students with Inclusion Needs.

Over the past six years the funded student cohort has increased from 242 to 1670 students. The ISS team currently has 4 x Advisor Inclusion Support Services (AISSs) and their workload has increased along with the significant increase to student numbers.

The ISS team have attended several PD conferences this year including the Annual Australian Association of Special Education (AASE) Conference in Tasmania and Edutech Asia in Singapore which showcased internationally acclaimed speakers and exhibits pertaining to 21st century education, pedagogies and technology.

Other key priorities for the team included:

- Continued roll out of Disability Discrimination Act (1992) & Disability Standards for Education (2005) to new schools through the NCCD portal.
- Continued professional learning and support to schools, including two forums for schools' Inclusion Coordinators. The Semester II form connected schools with community agencies and support services e.g. Danila Dilba and the Office of the Children's Commissioner.
- Professional Development sessions for Inclusion Support Assistants both in schools and at CEO were conducted to upskill staff in their knowledge and capacity to support students with a disability. Some of the topics included developing social stories, developing smart goals, using the 5-point regulation scale and the 'Alert' program.
- Additional funding allocation for Inclusion Support Assistants of 1 hour for every 10 hours of work continued in 2019. This allowed for better planning and professional learning with classroom teachers.
- Identification and training of Tutors for the Online Training (OLT) courses for teachers which included Autism Spectrum Disorder, Managing Behaviour, Speech, Language, and Communication Need, and other learning difficulties.
- Continuing to update and collate the 'Inclusion Support Services Guide'.
- Supporting schools with Transition from school planning for Students with Disabilities.
- Collaboration with the Education Officer - Secondary Curriculum, in providing PD for Inclusion Support Coordinators, Inclusion Support Teachers and NTCE/Curriculum Coordinators regarding Modified SACE/NTCET options for eligible students.
- Training in Autism Diagnostic Observation Schedule - second edition (ADOS-2) for two school psychologists on the ISS team, including purchase of an ADOS-2 kit.
- Purchase and implementation of Remote OnScreen Administration (ROSA) and OnScreen Administration (OSA) of psychological, social, emotional and adaptive behaviour assessments to maximise administration and scoring opportunities, in addition to immediate feedback with use of OSA administration.
- Connecting with Department of Education teams (e.g. School Psychologists, Occupational Therapists, Hearing, and ASD) for sharing of knowledge, referral process, and diagnostic formulation to support cross-sector consistency.
- Developing an Occupational Therapy video to educate teachers and students on how to use sensory tools in the classroom.

## **GROWING OUR OWN – PRE-SERVICE TEACHER EDUCATION**

The Growing Our Own (GOO) project is a pre-service teacher education program is available to Aboriginal staff in Catholic Schools in the following communities:

- Ltyentye Apurte Catholic School, Santa Teresa
- Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga
- Our Lady of the Sacred Heart Thamarrur Catholic College, Wadeye
- St Francis Xavier Catholic School, Naiyuyu
- Xavier Catholic College, Wurrumiyanga

The project's aim is to develop a quality Aboriginal teacher workforce in Catholic schools by offering a place based, heavily resourced, and supported pre-service teacher education program for Aboriginal staff, in partnership with Charles Darwin University (CDU). A key factor in the program is the capacity to offer the delivery of a Bachelor of Education (Primary Teaching) degree to Aboriginal staff on site using flexible modes of delivery best suited to each local context. The GOO project is funded by grants from the Government of Australia under the National Partnership on Northern Territory Remote Aboriginal Investment (NTRAI).

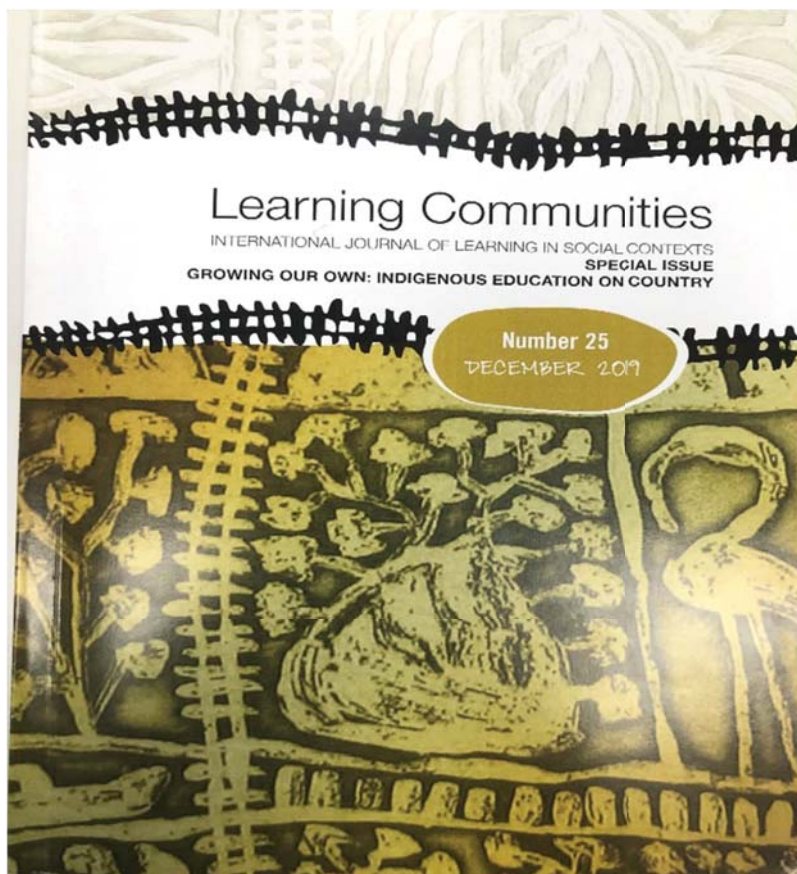
The objectives in achieving the aim of this project are to:

- Offer a quality pre-service Bachelor of Education (Primary) degree in each community in a culturally appropriate manner to improve the capacity of the Aboriginal educational workforce.
- Increase the number of community-based qualified Aboriginal teachers.
- Ensure students complete the course requirements, including progressive exit points such as Diploma of Education Studies or completed Bachelor qualification, either in Education Studies or Primary Teaching.
- Support graduate teachers to enable smooth transition from Assistant Teachers to fully qualified Teachers.

During the 2019 year, seven students continued their studies with CDU.

Highlights of the program included:

- GOO students attended several week-long intensive blocks at CDU in Darwin during 2019. Various CDU lecturers and CENT staff delivered modules during these intensive blocks which enhanced the support structures and relationships between students and staff at the CEO. These sessions were highly relevant and beneficial to students.
- Many of the students engaged in practicums at schools in Darwin during the year as a vital part of their studies.
- Several students co-authored, with CDU lecturers, articles in the 'Learning Communities', International Journal of Learning in Social Contexts.



Ms Tammy Kerinaia was awarded the Charles Darwin University *Most Outstanding Student* in the Growing Our Own Program.



CEO has reviewed the progress of the GOO Program as it comes to the end of a funding cycle at the conclusion of 2021. A contract for 2019-2020 has been signed with CDU which will support the remaining students in completing their studies and graduating with either a Diploma or a Bachelor's degree in Primary Education or Education studies in 2020. Several students have made the decision to pursue an alternative pathway and complete their studies with either a Bachelor of Education studies or a Diploma of Education Studies. These students will graduate at the first opportunity in 2020.

## ADVANCED SKILLS TEACHER STATUS FOR 2020

The following teachers were awarded Advanced Skills Teacher **Level 1** recognition as from the first day of the school year in 2020:

Teacher Name	School
John Chew	Our Lady of the Sacred Heart Catholic College
Debbie Walter	O'Loughlin Catholic College

The following teachers were awarded Advanced Skills Teacher **Level 1 Renewal** recognition as from the first day of the school year in 2020:

Teacher Name	School
Kathryn Reilly	Our Lady of the Sacred Heart Catholic College
Shirley Worsfold	O'Loughlin Catholic College







## COMMUNITY AND CULTURE

### KEY APPOINTMENTS AT THE CATHOLIC EDUCATION OFFICE

The Catholic Education Office made two key appointments that significantly contributed and impacted all areas of Aboriginal and Islander Education in the Diocese of Darwin during 2019.

Mrs Pauline Schober, Manager Aboriginal and Islander Education (Engagement and Workforce Development) and Mrs Debra Dank, Education Officer – Aboriginal Education were responsible for working diligently and collaboratively with CENT staff ensuring the best positive educational outcomes for Aboriginal and Islander students in all CENT schools documented in this report.

### WORKFORCE DEVELOPMENT

Mrs Schober supported the Aboriginal and Islander Education Worker (AIEW) Network Group and ensured all employees had a position description appropriate for their skill set and experience.

Mrs Schober also worked with the Catholic Aboriginal Leadership Team (CALT) and with Aboriginal and Islander employees in all Aboriginal Catholic Community Schools (ACCS).

A Workforce Development Co-ordinator was appointed in each of the five ACCS and Mrs Schober worked with them to finalise their position descriptions. Detailed information on all Aboriginal and Islander employees was collated and reviewed resulting in level re-classification of several employees, and a few other employees were identified as not receiving incremental step payments in their level. All these employees received back payment.

Mrs Schober also developed a Framework for Aboriginal and Islander Workforce Development which included workforce targets. Visits to Wadeye, Bathurst Island and Santa Teresa were arranged for the AIEW Network to see the work being done there first-hand and experience the rich living cultures present in these communities.

### CULTURAL EDUCATION PROGRAMMES

Mrs Debra Dank and Mrs Schober developed a Cultural Education Programme for CENT consisting of two 3-hour workshops held over four days in Week 3 and Week 5 of Term 2 held at the CEO during the year for all CEO staff.

The Deputy Principals Network and the APRE Network also participated in similar workshops facilitated by Mrs Debra Dank and Mrs Schober.

The CALT and AIEW Network developed school specific Cultural Education Programmes under the direction of Mrs Debra Dank and Mrs Schober. These programmes were delivered in many CENT schools. Members of the CALT attended the PULiIMA Indigenous Languages and Technology Conference held in Darwin in August 2019 and some of the group delivered a presentation

outlining the work being done in the schools with a special focus on the Literacy Production Centre at Wadeye.

## **EIGHT WAYS OF ABORIGINAL LEARNING**

Mrs Dank introduced the Eight Ways of Aboriginal Learning that is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. Mrs Dank worked with a variety of groups including the AIEW Network, CALT, Deputy Network, Curriculum Support Network and APRE Network to help them understand this framework. Mrs Dank also introduced this framework to several school staff groups during her school visits.

## **RECONCILIATION ACTION PLANS**

A major focus for the year was the Reconciliation Action Plan (RAP) with the expectation that CENT and all schools would develop their own RAP by the end of the year. Five schools had completed and launched a RAP by the end of 2019. The remaining schools will be encouraged and supported to complete their RAP by the end of Semester I, 2020.

Professor Mick Dodson, AM, Treaty Commissioner for the Northern Territory officially launched the CENT Reconciliation Action Plan on August 30, 2019.

This special day of celebration held at the Gab Nilgam Garden, at the Bishop Collins precinct, Berrimah and was attended by all staff and student representatives from all CENT schools, members of the Catholic Education Council NT, CEO staff, civic and political representatives. Larakia Nation provided a Welcome to Country and a smoking ceremony. Bishop Gauci and Professor Dodson spoke passionately about the importance of Reconciliation highlighted by the Reconciliation Action Plan process in Catholic education schools in the Northern Territory.

The Gab Nilgam Garden was also blessed by Bishop Gauci as part of this celebration. Artwork created by CENT students, collected by CEO staff was strategically set up dedicated to honour the flying of the Australian, Aboriginal, Torres Strait Islander and Territory (4) flags in the precinct as a permanent feature.







## PASTORAL CARE AND WELLBEING

The Pastoral Care and Wellbeing (PCWB) Standing Committee of the Catholic Education Council (NT) focussed their work during 2019 on addressing the goals of the PCWB section of the Strategic Plan: *Towards 2020*.

The leadership formation of Leaders of Pastoral Care and Wellbeing in schools continued throughout 2019 and provided professional learning around priorities established by schools. A new education support position was created in the Catholic Education NT with the appointment of Cheryl Edward (Wellbeing and Senior Psychologist) Cheryl is working directly with leaders on system and school-based strategic initiatives.

An extensive body of work for 2019 included:

- Continuing to promote and develop understandings of two significant National initiatives that included the [Australian Student Wellbeing Framework](#) and Beyond Blue's school service delivery of [BeYou](#). Building understandings of these initiatives and their interface with the work in schools was critical along with continuing to build our partnership with Headspace who are the delivery agents for BeYou in the Northern Territory.
- Research Projects – implementation of MindUP, Emotional Freedom Techniques (EFT) and Mindfulness projects (supporting Catholic mindfulness across our system and mindfulness in language in our remote communities).
- Professional Learning opportunities (system level): [Springfox Resilient Educators Program](#)
- [Life Skills Go](#) with Nikki Bonus.
- [Smiling Mind](#) (mindfulness activities) piloted in some schools.
- [MindUP](#) continued professional learning with five Pilot Schools for 2020
- Study Tours ([Positive Schools Conference](#))





- Student Voice presentation
- Positive Learning Environment presentations
- Development of Resilient, Engaging, Accessible Learning through Relationships (REAL) training program and professional development packages with the NT Department of Education.
- Collaborating with organisations to provide resources that support parents e.g. [ParentTV](#) and [SchoolTV](#).
- Collaboration with the Children's Commissioner and representatives from the [Office of Children's Commissioner](#) to provide overviews of how they support student wellbeing.



CENT staff, in partnership with Catholic Care NT, Headspace, Springfox and Resiliency continued to provide training and support to school staff.

The Pastoral Care and Wellbeing Standing Committee continues to be diverse and robust with membership consisting of professionals from various disciplines of teaching, psychology, law, counselling and sociology.

Evidence-based research continues to underpin all aspects of CENT Pastoral Care and Wellbeing work, incorporating foundations around neuroscience, mindfulness from a Catholic perspective, positive psychology and CASEL ([Collaborative of Academic and Social and Emotional Learning](#)) competencies.

A focus in 2020 will be to develop a document that articulates and identifies key policies, strategies, actions and processes that support and strengthen existing strategies for wellbeing for leaders across CENT. This work will include offerings of Resilience Training for Leaders through Springfox.

CENT will continue to engage leaders from schools in action research projects that focus on priorities within school communities and provide eligible leaders with opportunities to participate in a range of forums.

Collaborative work with all leaders will continue in developing documents to contribute to the Wellbeing elements of a Learning Framework. Understandings and implementation of REAL (Resilient Engaging Accessible Learning) training will form a critical part of this development phase.

Documentation related to Pastoral Care and Wellbeing can be located on CENet and Catholic Education NT Webpages.

Work has begun on parent presentations to provide overviews of PCWB in schools (e.g. the neuroscience and MindUP work being introduced at St Francis of Assisi).







# FINANCE FACILITIES AND RESOURCES

## SCHOOL SERVICES

### Employee Relations

Employee Relations provides strategic consultancy and advisory services to the Executive of the Catholic Education Office (CEO), school principals and all employees of Catholic Education Northern Territory (CENT).

During 2019, Employee Relations offered advice and undertook to deliver beneficial outcomes in industrial relations and employee relations policy matters, and was successful managing the CENT-wide review that were underpinned in finalising the *Catholic School (Northern Territory) Collective Enterprise Agreement 2018-2021* in 2018.

Several clearly written policies have been submitted to the Finance Facilities and Resources Standing Committee for endorsement. Employee Relations also assisted many schools with effective performance management processes to ensure employees are successfully applying 'faith in their future' to our students.

Employee Relations undertook a range of activities that has positively contributed to the successful development of CENT employment s including:

- Further development of standardised contracts for employees other than Teachers through CENT SharePoint.
- Creation of CENT position descriptions for all classifications of employees.
- Commencement of the School Officer Review in accordance with the *Catholic School (Northern Territory) Collective Enterprise Agreement 2018 - 2021*.

## Finance

### Financial Operations

The CEO Finance Team undertakes the financial operations for the Catholic Education Office, the NT Block Grant Authority (NT BGA) and the five Aboriginal Catholic Community Schools (ACCS).

The finances of the Catholic Education Office are split between the system provider grant operations, the operation of a Long Service Leave Fund, and the office operations.

During 2019, financial operations involved:

- undertaking 108 financial month-end closures and roll-overs,
- paying 9,949 invoices to creditors,

- processing 1,920 staff reimbursements, superannuation and taxation payments,
- raising 579 debtor invoices, and
- processing 1,139 school funding grant transfers.

## **Payroll Operations**

The CEO Finance Team is responsible for processing the payrolls for all staff at the CEO, all school principals, and all staff of the five ACCS.

During 2019, an average payroll period involved paying 680 employees.

Payroll processing involved:

- adding 129 new employees,
- processing pay increases based on the Collective Enterprise Agreement (applied at three different times during the year depending on the entity or employment class),
- processing 102 increment increases for employees based on their individual service history,
- processing leave and unauthorised absences,
- processing 135 employee terminations (including resignations, retirement, etc.), and
- preparing 680 payment summaries for employees and former employees.

## **School Finance and Payroll Support**

The Finance Team also supports the finance and payroll work of School Finance Officers and Business Managers, mainly through the work of the Manager Urban Schools Finance Services and Senior Finance Officer, Urban Schools Support.

During 2019, three full day network and professional development meetings were held, and a two-day budget workshop was conducted. These events bring together the CEO and School Finance Officers for training, information, feedback and working sessions.

## **Annual Financial Statements and Audited Acquittals**

During the first half of 2019 annual financial statements for each of the 17 schools (not including St Joseph's Catholic Flexible Learning Centre), the Catholic Education Office and the NT Block Grant Authority were prepared and presented for audit.

## **Funding Policy Analysis**

During 2019 CENT participated in work undertaken by the Australian Government and the National Catholic Education Commission (NCEC) concerning adjustments to the Funding Model regarding the measurement of school communities' capacity to contribute to costs. It is likely that these changes will be implemented in 2020.



CENT also participated in a working group convened by the Northern Territory Government to decide on changes to the NT Funding Model. This work is ongoing and will be concluded during 2020.

## **TechnologyOne System Implementation**

The implementation of the TechnologyOne finance and payroll system was completed in five urban schools, the CEO and the NTBGA during 2019. The implementation of TechnologyOne in the remaining schools will occur during 2020.

## **Information Communication Technology**

### **School Information Systems**

In 2019, the Civica Education Suite (CES) rollout to Secondary Schools was delayed due to accommodating changes in the development schedule for advanced functions of the Timetable Module.

CES was implemented at St Joseph's Catholic College, Katherine and O'Loughlin Catholic College. CENT also facilitated the consolidation and use of new product features of CES in schools.

CENT established a new set of school visits from CEO IT, focussing on building capacity in school staff on information systems. The support begins with School Administration staff in process and data quality, and progresses to Teachers and Leadership providing a thorough understanding of data and systems capability.

### **School Networks, IT Service and Support**

CEO IT is increasingly involved in strategy and planning regarding school network maintenance, upgrade and support.

Network cabling is reaching its functional lifespan and requires significant work in maintenance, and future proofing in many CENT schools is now critical.

CEO IT is undertaking significant work to align CENT schools closely with NT Schools to streamline service pathways and effectiveness.

ACCS networks will be an important area of focus for CEO IT in 2020.

### **Technical Roadmap**

CENT has continued work in developing a technical roadmap for CENT with planned activities in 2020 to scope a systemic online collaboration platform for use in CEO and all schools.

During the year, CEO IT invested time to further understand shared services capability in potential partners such as CENet, for example, and progress in synergies with organisation objectives for CENT. This work will continue into 2020.

## Information Communication Technology (ICT) Forum

CENT established an ICT Forum to develop shared capacity and experience, facilitate consultation and change management to build competence within CENT IT professionals.

## Infrastructure

The CEO Infrastructure Team commenced the year with a full complement of staff. The team was able to implement work programs, assist schools in developing Repairs and Maintenance, Minor Works and Forward Works Programs for school buildings and grounds. Most schools have benefited and found these programs rewarding and completed minor works for buildings and associated grounds.

The Infrastructure Team was able to focus on the Asset Management System (AMS), with one Infrastructure Officer working full time to finalise the ACCS.

AMS roll out to CENT urban schools commenced with MacKillop Catholic College. The AMS roll out to all urban schools is hampered by delays due to lack of or incomplete building plans for some schools.

The AMS roll out to the ACCS is expected to occur once the system is upgraded to CI Anywhere in early 2020.

## Infrastructure Projects 2019

SCHOOL	PROJECT	STATUS
Holy Family Catholic Primary School, Karama	Early Learning Centre (ELC) upgrade New covered walkway for students in drop off and pick up area	Upgrade Completed May 2019 Construction completed.
Holy Spirit Catholic Primary School, Casuarina	New shade cover for basketball court area. Surface upgrade to basketball court and upgrade to surrounding area.	Construction completed early 2019. Construction completed.
Sacred Heart Catholic Primary School, Palmerston	Toilet Upgrades to all staff and student toilets. New covered area over basketball court.	Completed 2019 mid-year break. Works to be completed by the start of school 2020
St Paul's Catholic Primary School, Nightcliff	Painting of external of school. ELC upgrades.	To be completed by the start of school year 2020.

Ltyentye Apurte Catholic School, Santa Teresa	Construction of four new classrooms.	Completed December 2019. Ready to open for start of 2020 school year.
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	Construction of a new Multi-Purpose Pavilion including storage space and new toilets for Senior College.  Design and Tender for a new classroom block, covered walkways and civil works completed.	Construction completed in April 2019.  Work to start early 2020.
St Francis Xavier Catholic School, Nauiyu	Construction of a new outdoor covered area and works to staff room.  Design new covered area for students.  Construction of a new music room.	Construction completed by the start of the 2019 school year.  Work to start at the end of 2019.

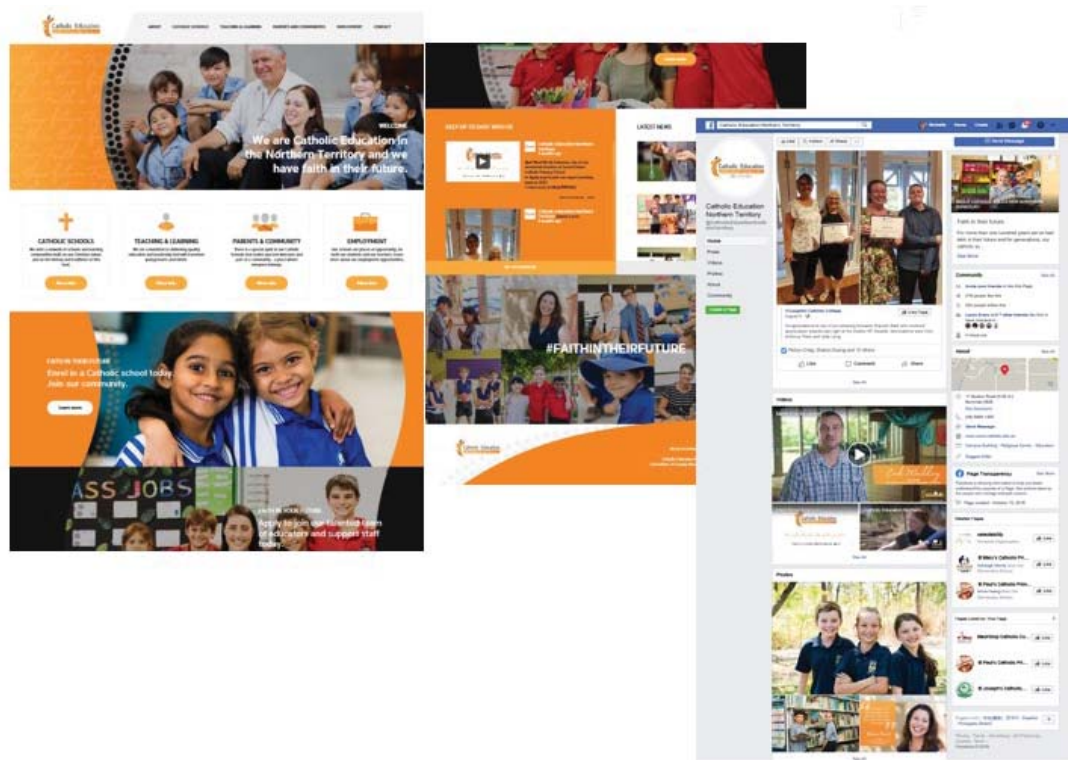
## Marketing

### CENT Logo Rebranding

The new CENT branding was launched at the end of 2018. Followed by a series of various branding updates and document resources being rolled out to CEO staff during the transition phase during in Term 1 of 2019.



## CENT Recruitment Website 'Teach NT'



The aim of the project was to create a website that assisted with promoting teaching in urban and remote Catholic schools across the Northern Territory.

## New CENT Website (public)

Following on from the development of the new CENT branding, the planning and works commenced on the redesign and restructure of a new CENT website. The website design and functional structure during the planning phase was well-executed from start to finish. The finished product has a contemporary and modern look, with a very user-friendly functionality.

The CENT Facebook profile page was also launched into action with regular updates on CENT schools.

## Urban and ACCS Recruitment Campaign

A series of urban and ACCS recruitment testimonial videos and print advertisements were produced to promote the 2020 recruitment of teachers and educators of CENT schools.

## CENT System Enrolment Campaign

A series of CENT advertising mediums were also produced as part of the transition of rebranding. These advertising mediums consisted of:

- CENT system advertorials and advertisements for various print and online publications
- CENT feature social media video and 30 second TV commercials



- Weekly NT News Club online and print advertising
- Territory FM radio feature announcements
- CENT branding package suite
- Promotional materials and products



## Work Health and Safety

The following summary is a brief evaluation and snapshot of the continuous improvement approach Catholic Education NT has taken during 2019 towards providing safer workplaces for employees, students and the school communities.

During 2019, the Catholic Diocese of Darwin and Catholic Education NT (CENT) has:

- worked closely with Catholic Church Insurers (CCI) in the management of Workers Compensation Claims and Return to Work of injured staff;
- continued to take gradual steps towards the implementation of the WHS Management System (WHSMS) in accordance with WHSMS Plan developed in 2018;
- reviewed many policies and procedures resulting in some being amended to align with WHS legislation or organisational requirements and drafting of new policies, procedures and guidelines;
- through consultation and cooperation of the WHS Coordinators, actions were taken to streamline incident and hazard reporting processes that incurred a few problems that delayed the implementation of the TechOne WHS module system; and
- gained insight and understanding of WHS trends throughout the Diocese through quarterly performance reports.

During 2019 an external WHS Auditor was engaged to conduct, evaluate and report on the WHS performance across the Diocese. Results within these reports to date indicate that WHS compliance is being achieved to a high standard (averaging 80-90%), similar to the 2018 results.

## Northern Territory Block Grant Authority (NT BGA)

### Applications Approved for 2019

School	Grant (\$)	Project Description
Holy Family Catholic Primary School	65,000	<ul style="list-style-type: none"> <li>Building a shelter with covered walkway at the end of student pick up zone.</li> <li>Designate/create pedestrian crossing in carpark.</li> </ul>
MacKillop Catholic College	29,900	<ul style="list-style-type: none"> <li>Construction of 2 tutorial rooms in Library.</li> </ul>
St John's Catholic College	123,868	<ul style="list-style-type: none"> <li>Building a shelter for school bus drop off zone.</li> <li>Extend undercover walkway to provide shelter between boys' toilet block and Home Economics building.</li> </ul>
St Mary's Catholic Primary School	42,932	<ul style="list-style-type: none"> <li>Purchase and install emerald/balance logs as sensory motor play equipment in courtyard.</li> <li>Purchase and laying of rubber soft fall for the above.</li> </ul>

## School Statistics

### School Enrolments 2019

	Primary	Secondary	Total
St Mary's Catholic Primary School, Darwin	177		177
St Paul's Catholic Primary School, Nightcliff	201		201
Holy Spirit Catholic Primary School, Casuarina	233		233
Holy Family Catholic Primary School Karama	240		240
Sacred Heart Catholic Primary School, Palmerston	225		225
St Francis of Assisi Catholic Primary School, Humpty Doo	106		106
Mother Teresa Catholic Primary	168		168
St Joseph's Catholic College, Katherine	109	107	216

Our Lady of the Sacred Heart Catholic College, Alice Springs	345	388	733
Xavier Catholic College, Wurrumiyanga		76	76
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	165		165
St Francis Xavier Catholic School, Nauiyu,	31	13	44
Ltyentye Apurte Catholic School, Santa Teresa	79	36	115
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	384	207	591
MacKillop Catholic College, Palmerston		694	694
O'Loughlin Catholic College, Karama		583	583
St John's Catholic College, Darwin		197	197
St Joseph's College Flexible Learning Centre, Alice Springs		81	81
Tota	2463	2382	4845

**Enrolment Trends 2009 - 2019**

Primary				Secondary		
Year	Boys	Girls	Total	Boys	Girls	Total
2009	1382	1439	2821	981	938	1919
2010	1371	1418	2789	1003	952	1955
2011	1369	1373	2742	935	884	1819
2012	1430	1383	2813	911	904	1815
2013	1442	1385	2827	993	1004	1997
2014	1467	1391	2858	1091	1105	2196
2015	1449	1323	2772	1193	1167	2360
2016	1462	1289	2751	1232	1198	2430
2017	1376	1184	2560	1159	1240	2399
2018	1186	1216	2402	1213	1139	2352
2019	1227	1236	2463	1242	1140	2382

**Enrolment Type 2018 – 2019**

2018				2019		
	Boys	Girls	Total	Boys	Girls	Total
<b>Urban</b>						
Primary	857	864	1721	896	908	1804
Secondary	1044	958	2002	1067	983	2050
Total	1901	1822	3723	1963	1891	3854
<b>ICCS</b>						
Primary	329	350	679	331	328	659
Secondary	169	178	347	175	157	332
Total	498	528	1026	506	485	991



**Indigenous Enrolments 2009 – 2019**

Year	Urban		Remote		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<b>2009</b>	340	347	636	242	976	589
<b>2010</b>	315	361	643	289	958	650
<b>2011</b>	294	358	678	239	972	597
<b>2012</b>	337	382	738	259	1075	641
<b>2013</b>	340	436	720	291	1060	727
<b>2014</b>	338	479	765	327	1103	806
<b>2015</b>	290	501	733	364	1023	865
<b>2016</b>	300	475	733	364	1033	839
<b>2017</b>	261	456	721	397	982	853
<b>2018</b>	242	435	666	267	908	702
<b>2019</b>	232	451	647	329	879	780

**St John's Catholic College Boarding Students 2009 – 2019**

Year	Students
<b>2009</b>	178
<b>2010</b>	175
<b>2011</b>	183
<b>2012</b>	177
<b>2013</b>	173
<b>2014</b>	143
<b>2015</b>	120
<b>2016</b>	87
<b>2017</b>	83
<b>2018</b>	74
<b>2019</b>	74

**Principals 2009 - 2019**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Religious Male</b>	1	1	1	1	2	2	2	2	2	1	1
<b>Religious Female</b>	-	-	-	-	-	-	-	-	-	-	-
<b>Lay Male</b>	4	4	6	7.5	11	10	5.5	6	8	7	7
<b>Lay Female</b>	10	10	8	8.5	4	5	9.5	9	7	10	10
<b>Total</b>	15	15	15	17	17	17	17	17	17	18	18

**Teacher staffing 2009 – 2019**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Primary</b>	186	183	180	184	187	198	191	188	193	195	188
<b>Secondary</b>	170	179	170	160	196	199	216	220	218	245	223
<b>Total</b>	356	362	350	353	383	397	407	408	411	440	411
<b>Religious</b>	1	1	3	3	3	4	4	4	2	4	4
<b>Lay</b>	355	361	347	350	380	393	411	412	413	436	407

## FINANCIAL STATISTICS - 2019

AUSTRALIAN GOVERNMENT GENERAL RECURRENT GRANTS		
Statement of income and expenditure		
For the year ended 31 December 2019		
(Figures in \$)		
Income		
Australian Government Grants		78,533,943
Expenditure		
Grants to schools	64,627,128	
System level support	12,336,136	
System administration	1,570,679	

AUSTRALIAN GOVERNMENT TARGETED PROGRAMS		
Statement of income and expenditure		
For the year ended 31 December 2019		
(Figures in \$)		
Income		
Australian Government Grants		5,400,768
Expenditure		
Grants to schools	4,724,564	
System level support	676,204	

NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS		
Statement of income and expenditure		
For the year ended 31 December 2019		
(Figures in \$)		
Income		
Northern Territory Government Grants		14,342,476
Expenditure		
Grants to schools	12,833,233	
System administration	1,509,243	

NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS		
Statement of income and expenditure		
For the year ended 31 December 2019		
(Figures in \$)		
Income		
Northern Territory Government Grants		6,438,725
Expenditure		
Grants to schools	5,088,725	
Capital grants	1,350,000	



## ACRONYMS

ACARA	Australian Curriculum Assessment and Reporting Authority
ACCS	Aboriginal Catholic Community Schools
ACECQA	Australian Children's Education and Care Quality Authority
ACPPA	Australian Catholic Primary Principals' Association
ADHD	Attention Deficit Hyperactivity Disorder
AE	Aboriginal English
AEC	Australian Electoral Commission
AG DoE	Australian Government Department of Education
AIEW	Aboriginal and Islander Education Worker
AIP	Annual Improvement Plan
AISS	Advisor: Inclusion Support Services
AITSL	Australian Institute of Teaching and Learning
AL	Accelerated Literacy
APPA	Australian Primary Principals' Association
APST	Australian Professional Standards for Teacher
APRE	Assistant Principal Religious Education
ASC	Assessment of Student Competencies
ASD	Autism Spectrum Disorder
AST	Advanced Skills Teachers
ATAR	Australian Tertiary Admission Rank
ASTI	Aboriginal and Torres Strait Islander
BBI	Broken Bay Institute
BBS	Building Better Schools (Govt funding project)
BGA	Block Grant Authority
BoE	Building our Economy
BYOD	Bring Your Own Device
C&C	Community and Culture
CALT	Catholic Aboriginal Leadership Team
CAPS	Catholic Placement Schools (teacher placement practicum)
CaSPA	Catholic Secondary Principals Australia
CC	Curriculum Coordinator

CCI	Catholic Church Insurance
CDU	Charles Darwin University
CEA	Collective Enterprise Agreement (also referred to as EBA)
CEC NT	Catholic Education Council of the Northern Territory
CENet	Catholic Education Office Intranet
CENT	Catholic Education Northern Territory
CEO	Catholic Education Office
CES	Civica Education Suite
CESA	Catholic Education South Australia
CMC	Chronic Medical Condition
CMT	Christian Ministry and Theology
COL	Community of Learners
CPR	Cardiopulmonary Resuscitation
CPS	Catholic Primary School
CSER	Computer Science Education Research
CSF	Catholic Superannuation Fund
CSM	Catholic Schools Manual
DBD	Disruptive Behaviour Disorder
DDA	Disability Discrimination Act
DDDF	Darwin Diocesan Development Fund
DIP	Data Informed Practice
DoE	Department of Education
DSE	Disability Standards for Education
EAL/D	English as an Additional Language or Dialect
EAP	Educational Adjustment Plan
EBA	Enterprise Bargaining Agreement
ECA	Early Childhood Australia
EEO	Equal Employment Opportunity
EFT	Emotional Freedom Techniques
ELC	Early Learning Centre
EO	Education Officer (of the Catholic Education Office)
ER	Employment Relations
ESL	English as a Second Language

EYLF	Early Years Learning Framework
FASD	Foetal Alcohol Spectrum Disorder
FB	Facebook
FF&R	Finance, Facilities & Resources
FFRE	Faith Formation and Religious Education
FLC	Flexible Learning Centre
FMS	Marist Brothers
FO	Finance Officer
FOIL	Fares Out of Isolated Locations
FTE	Full Time Equivalent
FWC	Fair Work Commission
G&T	Gifted and Talented
GOO	Growing Our Own (Aboriginal Pre-service Teachers)
HALT	Highly Accomplished/Lead Teacher
HI	Hearing Impairment
HR	Human Resources
IAS	Indigenous Advancement Strategy
IBP – IEP	Individual Behaviour Plan – Individual Education Plan
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information & Communication Technology
IEU - QNT	Independent Education Union – Queensland and Northern Territory
IEW	Indigenous Education Worker
IFE	Institute of Faith Education
IR	Industrial Relations
ISA	Inclusion Support Assistant
ISC	Inclusion Support Coordinator
ISP	Inclusion Support Practitioner
ISS	Inclusion Support Services
JIF	Journey in Faith
KSAG	Key Stakeholder Advisory Group
LISS	Leader of inclusion Support Services
LMS	Learning Management System
LOTE	Language other than English

LSL	Long Service Leave
LWOP	Leave without pay
MAI	Maths Assessment Interview
MACS	Motor Accidents Compensation Scheme
MITIOG	Made in the Image of God
MJR	Making Jesus Real
MOOC	Massive Open Online Courses
MSC	Missionaries of the Sacred Heart
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
NARIS	National Alliance for Remote Aboriginal Schools
NCCD	Nationally Consistent Collection of Data
NCEC	National Catholic Education Commission
NES	National Employment Standards
NQF	National Quality Framework
NQS	National Quality Standards
NT BGA	Northern Territory Block Grant Authority
NT BOS	Northern Territory Board of Studies
NT DET	Northern Territory Department of Education
NTCET	Northern Territory Certificate of Education and Training
NTCPA	Northern Territory Catholic Principals Association
NTG	Northern Territory Government
NTRAI	Northern Territory Remote Aboriginal Investment
NTSDE	Northern Territory School of Distance Education
OSHC	Out of School Hours Care
P&A	Projects and Agreements
P&F	Parents and Friends
PAT	Progressive Achievement Tests
PCWB	Pastoral Care and Well Being
PD	Professional Development
PMC	Prime Minister and Cabinet
PMF	Project Management Framework
PIP	Performance Improvement Plan



PLC	Professional Learning Community
PLP	Personalised Learning Plan
POR	Position Of Responsibility
PPCT	Planning Preparation & Correction Time
QECNT	Quality Education and Care NT
QDTP	Quality Differentiated Teaching Program
QIP	Quality Improvement Plan
RAP	Reconciliation Action Plan
RSC	Religious Sisters of Charity
RE	Religious Education
REC	Religious Education Coordinator
RSM	Religious Sisters of Mercy
RTO	Registered Training Organisation
SACE	South Australia Certificate of Education
SAE	Standard Australian English
SAIS	Student Assessment Information System
SAPI	Student Adjustments Profiling Instrument
SIP	School Improvement Plan
SIP	Study Incentive Program
SIRF	School Improvement and Renewal Framework
SNP	School Nutrition Program
SWIN	Students With Inclusion Needs
SWPB	School-Wide Positive Behaviour
T&L	Teaching & Learning
TAE	Training and Education
TRBNT	Teacher Registration Board of Northern Territory
VET	Vocational Education and Training
VETIS	Vocational Education and Training in Schools
WHS	Work Health and Safety

# CATHOLIC SCHOOLS IN THE NORTHERN TERRITORY

HFCPS	Holy Family Catholic Primary School, Karama
HSCPS	Holy Spirit Catholic Primary School, Casuarina
LACS	Ltyentye Apurte Catholic School – Santa Teresa, Alice Springs
MCC	MacKillop Catholic College, Johnston
MCPS	Murrupurtiyanuwu Catholic Primary School – Wurrumiyanga, Bathurst Island
MTCPs	Mother Teresa Catholic Primary School, Zuccoli
OCC	O'Loughlin Catholic College, Karama
OLSHAS	Our Lady of the Sacred Heart Catholic College, Alice Springs
OLSHTCC	Our Lady of the Sacred Heart Thamarrurr Catholic College – Wadeye, Port Keats
SFACPS	St Francis of Assisi Catholic Primary School, Humpty Doo
SFXCS	St Francis Xavier Catholic School – Naiuyu, Daly River
SJCCD	St John's Catholic College, Darwin
SJCKK	St Joseph's Catholic College, Katherine
SJCFLC	St Joseph's Catholic Flexible Learning Centre, Alice Springs
SHCPS	Sacred Heart Catholic Primary School, Palmerston
SMCPS	St Mary's Catholic Primary School, Darwin
SPCPS	St Paul's Catholic Primary School, Nightcliff
XCC	Xavier Catholic College – Wurrumiyanga, Bathurst Island



