



# *Annual Report*

*2018*

*Faith in their future*



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## ACRONYMS

ACARA	Australian Curriculum Assessment and Reporting Authority
ACCS	Aboriginal Catholic Community Schools
AIEW	Aboriginal and Islander Education Worker
AIP	Annual Improvement Plan
AL	Accelerated Literacy
APRE	Assistant Principal Religious Education
ASC	Assessment of Student Competencies
ASD	Autism Spectrum Disorder
AST	Advanced Skills Teachers
ATSI	Aboriginal and Torres Strait Islander
ATAR	Australian Tertiary Admission Rank
BBi	Broken Bay Institute
BBS	Building Better Schools
BYOD	Bring Your Own Device
C&C	Community and Culture
CALT	Catholic Aboriginal Leadership Team
CDU	Charles Darwin University
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
CMT	Christian Ministry and Theology
COL	Community of Learners
CSER	Centre for Social Education Research
DIP	Data Informed Practice
DoE	Department of Education
EAL/D	English as an Additional Language or Dialect
EAP	Education Adjustment Plan
EBA	Enterprise Bargaining Agreement
ECA	Early Childhood Australia
EEO	Equal Employment Opportunity
EFT	Emotional Freedom Techniques
ELC	Early Learning Centre
ER	Employment Relations
FFR	Finance, Facilities & Resources

FFRE	Faith Formation and Religious Education
FMS	Marist Brothers
G&T	Gifted and Talented
GOO	Growing Our Own
HR	Human Resources
IAS	Indigenous Advancement Strategy
ICT	Information & Communication Technology
IFE	Institute of Faith Education
IR	Industrial Relations
ISA	Inclusion Support Assistant
ISS	Inclusion Support Services
KSAG	Key Stakeholder Advisory Group
LMS	Learning Management System
LOTE	Language other than English
MAI	Maths Assessment Interview
MJR	Making Jesus Real
MOOC	Massive Open Online Courses
MSC	Missionaries of the Sacred Heart
NAPLAN	National Assessment Program – Literacy and Numeracy
NCEC	National Catholic Education Commission
NCCD	Nationally Consistent Collection of Data
NQS	National Quality Standards
NT BGA	Northern Territory Block Grant Authority
NT DoE	Northern Territory Department of Education
NTCET	Northern Territory Certificate of Education and Training
NTRAI	Northern Territory Remote Aboriginal Investment
OSHC	Out of School Hours Care
P&A	Projects and Agreements
PAT	Progressive Achievement Tests
PCWB	Pastoral Care and Well Being
PD	Professional Development
PLP	Personal Learning Plan
PMC	Prime Minister and Cabinet
PMF	Project Management Framework
QECNT	Quality Education and Care NT
RAP	Reconciliation Action Plan
RSC	Religious Sisters of Charity
RSM	Religious Sisters of Mercy
RTO	Registered Training Organisation

<b>SACE</b>	<b>South Australia Certificate of Education</b>
<b>SAIS</b>	<b>Student Assessment Information System</b>
<b>SIP</b>	<b>School Incentive Program</b>
<b>SIRF</b>	<b>School Improvement and Renewal Framework</b>
<b>SNP</b>	<b>School Nutrition Program</b>
<b>STEM</b>	<b>Science, Technology, Engineering and Mathematics</b>
<b>SWPB</b>	<b>School-Wide Positive Behaviour</b>
<b>T&amp;L</b>	<b>Teaching &amp; Learning</b>
<b>TA</b>	<b>Teaching Assistant</b>
<b>TAE</b>	<b>Training and Education</b>
<b>TRB</b>	<b>Teacher Registration Board</b>
<b>VET</b>	<b>Vocational Education and Training</b>
<b>WHS</b>	<b>Work Health and Safety</b>

## LETTER OF TRANSFER

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



Dear Bishop Charles

On behalf of the Catholic Education Council of the Northern Territory, we have great pleasure to present you with the Catholic Education Northern Territory Annual Report for the year 2018.

This Annual Report marks the end of a journey undertaken through layered discussions at various levels in developing the Strategic Plan 2018-2022. The launch of this five-year plan creates a systemic approach for our eighteen school principals to lead their schools in creating a culture and practice of continuous improvement to bring about better learning outcomes and life opportunities for students. Each school is involved in implementing the *Strategic Plan 2018-2022* through the *School Improvement and Renewal Framework (SIRF)*.

During 2018, the Gonski 2.0 School Funding Model was a focus of discussion with significant financial implications for Catholic schools in the Northern Territory. Following a series of intensive negotiations, the Federal Government announced changes to the funding model. While this has provided some relief, it will still require urgent and intense lobbying with Federal and Territory governments during 2019 to examine the complex issues that our schools face. Through the National Catholic Education Commission, we are currently pursuing negotiations towards more effective, practical and long term funding solutions.

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

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

David Reilly  
Chair

Greg O'Mullane  
Director of Catholic Education

Catholic Education Council of the Northern Territory Diocese of Darwin, 6 June 2019

## 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 Eugene Hurley, DD, Bishop of Darwin**

(term ended 27 June 2018 – officially retired 26 September 2018)

**The Most Rev Charles Gauci, Bishop of Darwin**

(from 26 September 2018)

## 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
	Mr Anthony Burton
	Mrs Lorraine King
	Mrs Loretta Hagan
Aboriginal Representation	
	Ms Stacey Parker
	Mrs Concepta Orsto
Special Needs Representative	
	Mrs Maria Pia Gagliardo
Community	
	Dr Nicole Johnson
	Mr Peter Caldwell
	Mr David Reilly
Teacher	
	Mr Cameron Hughes
Ex-Officio	
Director of Catholic Education	Mr Greg O'Mullane
Deputy Director Teaching & Learning	Mr Chris Pollard

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:

- 27 February 2018
- 29 May 2018
- 21 August 2018
- 13 November 2018

Council met once each term during 2018 at the following locations:

16 March	Mother Teresa Catholic Primary School, Zuccoli (included visit of school, new school wing and grounds)
6 June	Catholic Education Office, Darwin
6 September	Day 1: Ltyentye Apurte Catholic School, Santa Teresa (included visit of school, church and community)
7 September	Day 2: Marian Centre, Our Lady of the Sacred Heart Catholic College, Alice Springs (included visit to Sadadeen Campus, Traeger Campus and Bath Street Campus, St Joseph's Flexible Catholic Learning Centre (SJFCLC), Our Lady of the Sacred Heart Church, and visit to Bloomfield site, new premises of SJFCLC.
30 November	Catholic Education Office, Darwin

## Council Focus Discussions - 2018

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

- Release of approved updated Constitution of the Catholic Education Council NT with updated Terms of Reference for Standing Committees
- Mother Teresa Catholic Primary School, Zuccoli – Building and Opening, work plan and design of shared facilities
- St Joseph's Flexible Learning Centre, Alice Springs – new location, reconstitution of School Board, pedagogy and building connection to community
- 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
- Special needs funding pool
- Catholic Education Office Strategic Plan 2018-2022 - updated

- Eastern Arrernte Working Group - CEC Education Action Research for Eastern Arrernte Catholic Families in Central Australia, review of historical developments in education and community development in Central Australia
- Literacy Position Paper and Numeracy Position Paper as an Operational Policy
- Data Informed Project position paper as an Operational Policy
- Aboriginal Education Policy for CENT
- Reconciliation Action Plan for CENT
- Develop a policy on Indigenous Education for the Diocese
- Indigenous Education Strategy for the next ten years.
- Review of Mission and Vision statement
- Catholic Professional Standard Ltd.
- Royal Commission Learnings and “Child Safe Processes”
- St John’s Catholic College – Boarding facilities

## Council Standing Committees – 2018

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	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 2018	26 February	21 May	21 August	13 November

**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 School	Principals' Representative		
Margie Talbot	Mother Teresa School	Professional expertise		
Paula Sellars	Holy Spirit School	Professional expertise		
Nicholas Jack	O'Loughlin College	Professional expertise		
Meetings 2018	26 February	28 May	20 August	12 November

## Teaching and Learning Standing Committee

The Teaching & Learning 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
Liz Hockey	Catholic Education Office	Leader T&L
Fran Enilane	St Francis Xavier Catholic School	Principals' representative
Rhett Bowden	O'Loughlin Catholic College	Principals' representative
Cherilyn Hughes	St John's Catholic College	Professional expertise
Roxy Claire	MacKillop Catholic College	Professional expertise
Jason Tutty	O'Loughlin Catholic College	Professional expertise
Rachael McDowall	Sacred Heart Catholic School	Professional expertise
Loretta Hagan	Catholic School Parent	Parent representative

Meetings 2018	27 February	23 May	28 August	14 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
Cameron Hughes	St John's Catholic College	Principals' representative
Todd Sparrow	Darwin Diocesan Office	Darwin Diocesan Development Fund
Tom Pearse	Catholic Education Office	General Manager Finance
Gary Pollock	Catholic Education Office	Manager Infrastructure
Greg O'Mullane	Catholic Education Office	Director of Catholic Education

Meetings 2018	6 March	29 May	14 August	22 November
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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 Parent & Staff member
Elizabeth Rayner	Our Lady of the Sacred Heart, Alice	Teacher & Indigenous Coordinator
Rhett Bowden	O'Loughlin Catholic College	Principal
Dr Nicole Johnson	Catholic Education Council NT	Member

Meetings 2018	15 February	2 May	1 August	24 October
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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.

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

Meetings 2018	30 May	29 August	21 November
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## CATHOLIC EDUCATION OFFICE, DIOCESE OF DARWIN, NORTHERN TERRITORY

The Catholic Education Office (CEO) exists *'To share our journey in faith, as followers of Jesus Christ, through our service to each other, our schools, parishes and the wider community'*.

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.

## Director of Catholic Education

Bishop Eugene Hurley announced the appointment of Mr Greg O'Mullane as Director of Catholic Education on 15 November 2017. Mr O'Mullane was commissioned at the 2018 Orientation Eucharist celebration at St Mary's Cathedral, Darwin. He officially commenced work as Director of Catholic Education in January 2018 and succeeds Mr Michael Avery, who held this position since January 2007.

Mr Greg O'Mullane began his teaching career at St John's Catholic College, Darwin in 1980 and has over the years held a range of senior educational leadership and principalship positions in Catholic schools in the Northern Territory and was appointed Deputy Director School Services at the Catholic Education Office in 1999. Mr O'Mullane possesses a wealth of knowledge and expertise in the leadership and management of Finance, Facilities and Resources and has extensively worked with Government sectors, remote communities and is experienced in Enterprise Bargaining and Human Resources in the management of Catholic schools in the Northern Territory.



## OUR VISION

*We, the staff of Catholic Education Northern Territory,  
share our journey in faith,  
as followers of Jesus  
through our service to each other,  
our schools, parishes and the wider community.*

## OUR MISSION

**Faith:** We share and grow by celebrating our faith in prayer and reflection, encouraging and caring for each other and all those we serve, acting with truth, integrity, respect, trust and compassion.

**Service:** We foster positive relationships with our school communities through our commitment to maintaining and enhancing quality teaching, learning and service.

**Collaboration:** We work collaboratively to ensure continuous growth in all our professional and personal dealings.

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

**Generosity:** We come together generous of heart and of time in a spirit of camaraderie, empathy and mutual support.

## CATHOLIC IDENTITY



## Religious Education

### Journey in Faith

During 2018 the process of redesigning the *Journey in Faith* continued in partnership with Catholic Education South Australia (CESA). Schools explored in depth, the *Wisdom* strand. This is an integrated strand which focuses on ‘deep skills’ and wisdom that students develop as *learners* alongside their growth in knowledge and understanding that is mapped across the conceptual strands (currently *Believing, Living, Celebrating*).

It emphasises the capabilities and dispositions that support students’ spiritual awareness and religious identity, their participation in the dialogue with the Catholic tradition and other religious world views, their seeking of truth and interpretation of ideas and experience, and their integration and transformation of learning that they apply with growing wisdom in their lives.

The *Wisdom* strand encourages students to:

- wonder, think and contemplate issues of mystery, meaning, spiritual awareness and religion;
- contemplate the connections between experience, the self and religious truth;
- reflect and nurture their evolving personal religious identity;
- freely respond to the inherent invitation to grow in faith;
- explore and engage with Catholic faith and tradition;
- listen attentively to and use dialogical skills with different religious world views;
- develop respect for religious perspectives;
- pose and explore questions about religious beliefs and practices;
- exhibit curiosity and endeavour to seek truth;
- interpret and make meaning of their societal experiences in light of the wisdom of the Catholic tradition;
- interpret experience with awareness of diverse perspectives;
- use reason and intuition to make meaning;
- appreciate the interconnectedness between God, people and creation;
- identify and develop empathy with issues of concern and injustice; and
- discern and respond in action and with ongoing reflection grow in integrity and agency.

New strands were trialled as a part of the re-design process, the first of which was “*God, Us and Faith*”.

## Aboriginal Catholic Community Schools (ACCS) Report

The Aboriginal Catholic Community Schools focused on four areas during the year:

- Unit Review
- Worlds of the Text
- High Impact Instruction Strategies
- Literature in the Religious Education Classroom.

The framework of “*Worlds of the Text*” was explored to understand the importance of unpacking scripture. *High Impact Instruction Strategies* for students were explored to ensure that all student activities include a learning component. Alongside these two areas, schools continued to build literature resources to support learning with relevant, cultural and contemporary stories.

In focusing on the units of work themselves, close attention was paid to the following areas such as:

- need to keep current,
- student growth,

- where improvement can be made for future teaching,
- student engagement, and
- differentiation.

## Certificate III in Christian Ministry

This Certificate has continued to provide students and schools with great success with 91 students achieving the full Certificate and a further 3 students receiving Statements of Attainment. A total of 204 students were enrolled in the course during 2018. The Certificate runs over two years and provides a vital part of students learning towards their NT Certificate of Education and Training (NTCET) as well as contributing towards an Australian Tertiary Admission Rank (ATAR).

The four modules 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 ask the big questions of faith and life.

Each module has a practical project which invites the students to work together around an activity or issue. This encourages students to extend their critical thinking, communication and team work skills.

Staff delivering and assessing the course were involved in Professional Development (PD) provided by Institute of Faith Education. The PD focused on how the course would change to the new *Compass* modules in 2019 as the Certificate is to be reaccredited. The course material was streamlined and the format changed to provide clearer instructions and outcomes to both teachers and students with opportunities to deepen students learning. To ensure trainer currency, staff were also involved in validation and moderation of students work.

Staff from the Catholic Education Office travelled to Brisbane and spent two days validating and mapping Module 1 and Module 2 of the new course material, and discussed a variety of options for the international students enrolled at St John's Catholic College.



## Year of Youth - Making Jesus Real



Making Jesus Real (MJR) Retreat day on 16 March 2018 was organised at the Catholic Education Office, Darwin as part of the *Year of Youth* celebrations for Year 5 students led by Mr Jason Perry from Tasmania.

Bishop Eugene Hurley celebrated Mass at St Mary's Cathedral to welcome students, teachers and guests at the start of the day, bringing to their attention Pope Francis's recently released advice:

*"I wanted you to be at the centre of attention, because you are in my heart".  
"Every young person has something to say to adults, something to say to priests,  
to sisters, to bishops and to the Pope. We all need to listen to you".*

Schools represented at this retreat were:

- Holy Family Catholic Primary School, Karama
- Holy Spirit Catholic Primary School, Casuarina
- Sacred Heart Catholic Primary School Palmerston
- St Mary's Catholic Primary School, Darwin

- St Paul's Catholic Primary School, Nightcliff
- St Francis of Assisi Catholic Primary School, Humpty Doo

Singing representatives from each school joined to form the MJR choir with their jubilant rendition of "*Live Jesus in our hearts forever!*".

Students were then assembled at St Mary's Catholic Primary School to participate in the retreat. The students engaged with Mr Perry actively participating and enjoying the organised mixed group activities and simultaneously gaining an understanding in the assurance and practical realisation that Jesus is using them in their own individual way as instruments of kindness, compassion, gentleness, having a sense of humour and being aware and sensitive to the needs of others.

The feedback from students, teachers and principals was that students had a wonderful day growing in the awareness of being God's children, that they were invited to try to be like Jesus in the way they live their lives, being people of action and good will towards others, and contributing to a world where everyone has a just future.

## "Encounter"

"*Encounter*" was a concert organised at Marrara Stadium inviting Year 6-10 students from Catholic Schools in the Northern Territory to celebrate the '*Year of Youth*'. Many students also travelled from as far as Wadeye (Port Keats), Wurrumiyanga (Tiwi Islands), Naiyu (Daly River) and Katherine.

These students were blessed with the special privilege of having Fr Rob Galea to present this concert who received a resounding welcome to the cheers of 1,350 students. The concert was electric and Fr Galea connected with students through his music to actively and exuberantly participate in singing along and dancing.

This concert had at its core a message of faith. Fr Galea delivered a dynamic message that was relevant and touched the heart of students. The music and stories Fr Galea shared resonated with the youth as his music and rendering of his songs comes from the deep well of his emotional life, with a call to live the faith. Fr Galea's passion is to draw others to the heart of God and believes that his music is an important instrument in helping people to understand their need for intimacy with their God.



### **“Get off the Couch”**

At *World Youth Day* in 2016, Pope Francis challenged young people to “*Get off the Couch*” and set out on new and uncharted paths. This theme was adopted for senior secondary students who gathered on 4 June 2018 to spend the day together in prayer, celebration of the Eucharist and small group workshops to further explore ways in which each student could set forth. Students left the day extremely positive expressing that they were provided an opportunity to explore their own spirituality and that their faith is as much an action as they make it.



## Professional Development



### Diocesan Leadership Conference

The annual Diocesan Leadership Conference led by the Mr Michael Bezzina and Mrs Lana Turvey-Collins focussed on the Plenary Council – *Towards 2020*.

Mrs Turvey-Collins, Plenary Council Facilitator introduced participants to the definition, purpose and functions of the Plenary Council. Mr Bezzina facilitated a session for all present participate in the process of responding to the questions of the Plenary Council and in particular, focussed on reflecting on the key question of '*What do we think God is asking of us at this time*'. Each Parish community developed a plan regarding '*listening*' for the Plenary. This gathering developed the capacity of all leaders to facilitate the Plenary process and reiterated the need to hear and '*listen*' to the voices of each person in this journey.





## Point in Time Professional Learning

During the course of the year the Religious Education Team delivered nine sessions (approximately one hour each session) on a variety of topics to Religious Education teachers and other staff interested in these areas. These sessions included *Godly Play*, the *Gospel of Mark*, professional learning on the *Made in the Image of God* program and Christian Meditation.

Over 180 teachers attended the sessions. Based on feedback received and acknowledging the strength of the program from teachers, the program sessions have been further developed for 2019.



## Post Graduate Studies in Theology/Religious Education Study Incentive Program (SIP)

During the year, 53 applications were received for the Study Incentive Program which provided funding towards university tuition fees; of these 17 applications were withdrawn. Refunds were provided on provision of receipts to 36 claimants.

The total expenditure of the Study Incentive Program was \$88,215.12. This expenditure included claims for tuition fees, excluding travel and costs associated with providing face-to-face lectures in Darwin for three days each semester.

The Broken Bay Institute (BBI) presented face-to-face lectures in Darwin in January and June. A refund of 80% was offered to students attending the Broken Bay Institute (BBI) face-to-face seminars in Darwin and to those enrolled in BBI courses that did not offer a



face-to-face option. If students elected to follow only the online sessions of a course face-to-face through BBI in Darwin, they received a 65% refund.

The subset levels of studies being:

Total expenditure:

Course title	No. of Students	Funding Support (%)
Master of Theology/RE	4	80% or 65% funding towards fees
Master of Educational Leadership	11	75% funding towards fees
Master of Education (Inclusive)	4	75% funding towards fees
Graduate Certificate in Religious Studies	24	65%
Graduate Certificate Inclusion Education/Wellbeing	6	75% funding towards fees
General Education	4	50% funding towards fees
Unspecified and subsequently withdrawn	17	

University tuition fees: \$73,912.89, and travel and accommodation fees: \$14,031.55

## Catholic Identity Day in Schools

Catholic Identity days continued to be a strong part of forming people for mission in Catholic Education. During 2018 Catholic Identity days were hosted by individual schools.

Most primary schools in Darwin worked together in small groups on the philosophy of *“Making Jesus Real (MJR)”*.

St Mary’s Catholic Primary School, Darwin, and St Joseph’s Catholic College, Katherine, worked independently on their Catholic Identity days. Holy Family Catholic Primary School engaged Sr Elizabeth Dowling, RSM, to share the charism of the Sisters of Mercy with the staff.

St John’s Catholic College, Darwin, examined its Catholic tradition and the Missionaries of the Sacred Heart (MSC) charism for its Catholic Identity Day.

All other schools ran individual programs focussing primarily around Aboriginal Spirituality.

## LEADERSHIP

The Leadership Standing Committee of the Catholic Education Council NT (CEC NT) commenced the year with a few vacancies that arose due to members retiring or moving interstate.

The representative membership vacancies for this Standing Committee was:

- a CEC NT member
- a Principal (Principals Association representative)
- a Teacher (Teacher representative)

At the first meeting of the Standing Committee, existing members confirmed the following three goals under the Key Area of Leadership of the new Strategic Plan:

1. Build support mechanisms and foster a robust culture which provides opportunities to build professional capacity.
2. Support a professional growth and development culture which is nurturing of all.
3. Implement systemic, collaborative and informed decision-making processes in school and system leadership for students, teachers, parents and priests.

The above goals will be the key drivers of the work the Standing Committee over the next five years.

The 'Terms of Reference' of the Standing Committee were examined and confirmed.

In line with the strategic goals, the Standing Committee focussed on ensuring that all staff were provided opportunities to access leadership programs and develop their skills. The professional development programs available to staff during 2018 included:

- Advanced Skills Teacher (AST) 1 and 2
- Graduate Diploma in Religious Education and Leadership through Broken Bay Institute
- Master of Education in Leadership, Theology and Religious Education, through ACU
- 'Highly Accomplished and Lead Teacher' (HALT) classification through TRB
- Qeli Middle Leaders Program
- The Study Incentive Program and Professional Learning Program, each offered funding to allow staff to attend suitable professional development programs.

Work also began with Bezzina Consulting with a focus on developing a Leadership Framework. The principals and CEO Executive participated in a two-day Professional

Development led by Mick Bezzina, who introduced the group to the Fullan Coherence Model.

The Standing Committee also considered available opportunities for Aboriginal staff in our urban and Aboriginal Catholic Community Schools (ACCS) to pursue further professional growth and development. The Growing Our Own (GOO) Program has proven to be very successful but currently has limited future intake. The Standing Committee therefore considered opportunities for suitable Inclusion Support Assistants (ISA) and Teacher Assistants (TA) keen on advancing their skills through Certificates 2, 3, or a Diploma, to enable them to successfully complete a study course to lead them in to the GOO Program.

The Standing Committee also explored additional opportunities for future development in:

- Instructional Coaching
- Executive Leadership Program through Brown Collective
- Aboriginal staff professional development opportunities as a result for the work force data mapping
- Ongoing GOO Program opportunities for Aboriginal staff.

## Projects and Agreements (P&A)

Throughout 2018 the Projects and Agreements (P&A) Framework was reviewed and streamlined. New Project Plan templates and customised Project Status Report templates were developed, and a new reporting regime implemented. These changes were made to simplify processes, whilst maintaining appropriate rigour to ensure all projects are sufficiently considered, costed, evaluated, and aligned to CENT's strategic plans and objectives as well as aligned to related funding agreement outcomes.

The new Project Plan template has enhanced the project costing analysis to accurately capture full project costings and build cohesion into the P&A Framework to assist in mapping projects to broader strategic and management objectives, whilst still complying with funding objectives and reporting.

Continued support was provided to various staff within the Catholic Education Office (CEO) and school leadership to assist in developing their understanding of what an agreement is, its obligations and in formulating a project plan based on requirements. The focus is around best practices in project management and contract management and the development of robust commercial arrangements.

These include:

- 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 and reporting;
- reviewing draft agreement terms, making recommendations, managing feedback and negotiating agreements;
- informing internal stakeholders of an executed agreement and outlining CENT responsibilities;
- storing of legal documents;
- informing schools of grant application rounds;
- assisting with completing application details around legal entity; and
- assisting with any general enquiries.

## Key Achievements

1. Development and rollout of streamlined Project Management processes with relevant templates for Project Plan and customised Project Status Report Templates. These templates provide more robust financial costing analysis and contract compliance (as relevant) thus enabling more relevant capture of data and project mapping to contract outcomes.
2. Development and rollout of Contract Templates for use by CENT Office and schools to efficiently and effectively document commercial arrangements, with appropriate standard terms and conditions, has mitigated and reduced risks to CENT. Standard templates are now available for a range of services and contracting arrangements such as:
  - (1) Contractor Services Agreement
  - (2) CEO Consultancy Service Agreement
  - (3) Construction Works (small project) Agreement
  - (4) Schools Memorandum of Understanding

P&A continued to strengthen relationships developed with the departments of the Australian Government and Territory Government that provide various types of funding to CENT. P&A liaise with these departments to advise on activity, participate in dialogue on

funding issues, nuances and deficiencies in funding models, and manage compliance and reporting requirements.

During 2018, thirteen projects were undertaken within CENT and eighty agreements were registered with P&A on the Contracts Register. The agreements registered include funding agreements with various government departments and commercial arrangements with private sector providers and suppliers to the Catholic Education Office.

## Project Listing 2018

Project Name	
Asset Management	Systemic
Better Outcomes	ACCS
Civica Education Suite	Systemic
Creating Real Jobs	ACCS
Data Informed Practices	Systemic
Growing Our Own	ACCS
Indigenous Workforce Development	Systemic
Instructional Coaching Pilot	Systemic
Little Children's Learning Place	OLSHCC AS
Pastoral Care & Wellbeing	Systemic
Reading Recovery	OLSHTCC
School Nutrition Program	ACCS
Supporting Indigenous Pre School Education (SIPE)	ACCS

## Better Outcomes Project

The Better Outcomes Project is a continuation of some of the initiatives undertaken by the Australian Government as part of their ongoing commitment to the Stronger Futures National Partnership and is funded through the Northern Territory Remote Aboriginal Investment Non-Government Schools Agreement (NTRAI).

This project aims to implement the following intended outcomes:

- 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; and
- equip students for making the transition from school to work or further study.

The project supports 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 project the above schools are provided funding to appoint additional specialist teachers to support experienced teachers in implementing a range of strategies to achieve expected outcomes of the project. Additionally, the CENT system has appointed a number of specialist Teaching and Learning (T&L) Education Officers from the CEO to 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 and 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.

The objective of this project is to increase the number of Aboriginal students achieving age benchmarks in Literacy and Numeracy in Years 3, 5, 7 and 9. Benchmarks used for these students are the annual national assessment under the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

Other measures may include (school dependent) records such as:

- Literacy: PM Benchmark, Running Records, PAT-R and/or C, Running Records, PROBE, Fountas and Pinnell
- Numeracy: MAI and PAT-M

CENT utilised their own purpose built software program (INSPIRE) 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 staff for their particular student/s.



Various professional learning opportunities are delivered regularly at the CEO for teachers and CENT Education Officers to be informed of updated teaching practice using strategies and activities that engage and develop students to improve student outcomes.

Through consultation with schools and various Registered Training Organisations (RTOs), CENT aims to increase the provision of Vocational Education Training (VET) offerings to improve successful rates of completion in each participating school. Education Officers with training, assessor credentials and experience, deliver Certificates in Construction and Health at the five remote schools, with lessons adapted to the context of each school, thus improving engagement of the older students in ACCS. Participating Schools also continue to support students by offering Cert III Christian Ministry & Theology which provides valuable credits towards NTCET.

## School Nutrition Program

The School Nutrition Program (SNP) is funded through the Australian Government to support the operational costs of preparation and provision of meals to students at the following Aboriginal Community Catholic Schools (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)

The objectives of the SNP are to improve educational outcomes for students through the provision of nutritious meals which is resulting in healthier students enabling them to display increased attentiveness during class.

Another objective is to provide employment opportunities to local community members. Through this program local Aboriginal staff are employed in the kitchen to assist in the preparation of meals. These staff are mentored and trained in safe food handling and food preparation. These staff have an important role in being positive role models for students providing them with guidance on healthy eating practices.

The program also provides an opportunity for community members and parents of students to make voluntary monetary contributions towards the costs of food.

## Meals

All pre-school, primary and secondary students of the above schools are provided nutritious meals each day they attend school. Schools prepare Breakfast, Morning Tea and Lunch each school day. 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.

## Employment

The SNP Co-ordinators are experienced chefs or experienced cooks who mentor and provide training to members of Aboriginal communities who assist in the kitchen at each school. Fourteen staff are employed in the program, of which ten are Aboriginal members in the above school communities.

The School Principal and SNP Coordinators are responsible for the program who continuously liaise with various stakeholders within the community, including community elders, community Department of Health Nutritionists and wholesale food suppliers to plan meals and source fresh nutritional produce to ensure there is a selection of nutritious meals offered.

During the year the SNP delivered a combined total of 294,066 meals to students attending the participating schools as follows:

School	Breakfasts	Morning Teas	Lunch	Total
Ltyentye Apurte Catholic School, Santa Teresa	4,672	13,321	14,190	32,183
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	6,994	23,383	25,750	56,127
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	55,659	57,587	58,790	172,036
St Francis Xavier Catholic School, Nauiyu	4,967	5,503	4,873	15,343
Xavier Catholic College, Wurrumiyanga	3,906	7,225	7,246	18,377
Total				294,066

## TEACHING AND LEARNING

### Pedagogical Support for Schools

The vision of the Catholic Education Office (CEO) Teaching and Learning (T&L) team is to serve and support Catholic communities, in partnership with schools, in their commitment to the formation of the whole person.

This vision is enacted and enabled through the work of T&L team members in their support of teachers and networks across the system, primarily through the provision of professional development, mentoring and coaching.

Service Agreements between each school and the CEO T&L team were negotiated and aligned with the goals of each school's annual School Improvement Plan (SIP). The Service Agreements provides focus to the work of the team as well as specifically supporting the needs of each school.

During the year the team focussed on:

- An extension to the Data Informed Practice (DIP) projects
- Urban and remote DIP site visit exchanges
- Approval of GradeXpert to become the Student Assessment Information System (SAIS)/Info Central replacement
- Rollout of Instructional Coaching in three pilot schools and approval to further the project in 2019
- Work with the Australian Curriculum Assessment and Reporting Authority (ACARA) on the Literacy and Numeracy Progressions and the General Capabilities
- Work with AITSL to build the leadership capacity of curriculum leaders in schools
- Reinstatement of the role of Leader of Teaching and Learning part way through the year in order to guide and focus the work of the team
- Review of key position papers including Data Informed Practice, Literacy and Numeracy to ensure clarity and alignment to current and future practice in supporting schools.

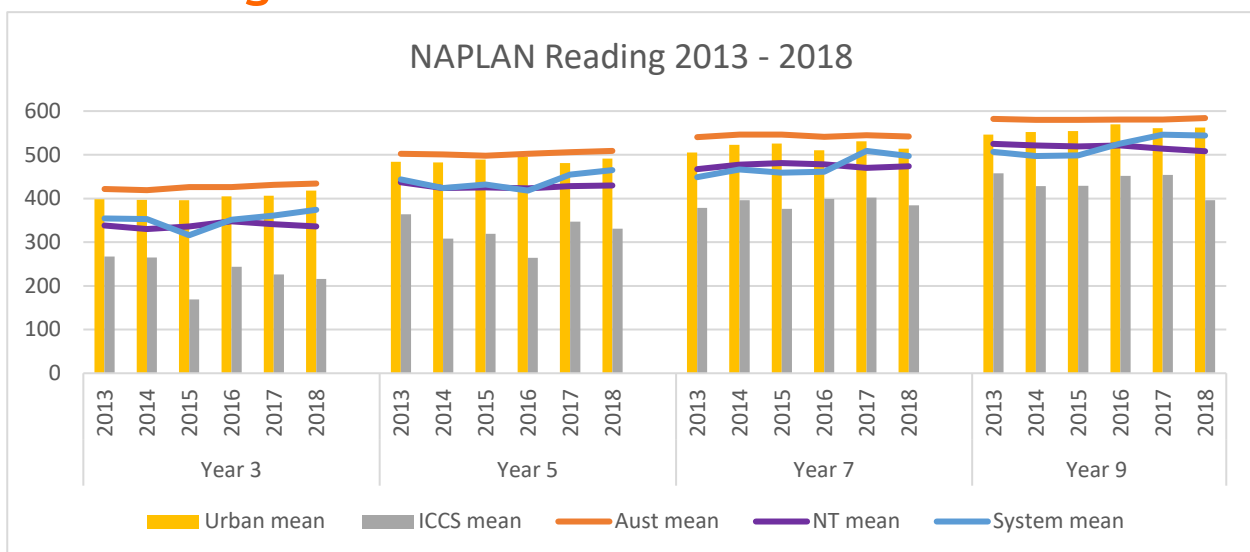
Professional Learning opportunities were provided in:

- Differentiation with Dr John Munro
- Oral Language with Dr John Munro
- Open Ended Maths with Peter Sullivan
- Marzano: The Art and Science of teaching with Dr Janelle Wills
- SAIS and Info Central
- Progressive Achievement Test (PAT) testing: An introduction and basic analysis
- PAT analysis – Deeper learning
- FROG introduction, including creating sites
- Running records and Guided Reading
- Marie Clay Observation Survey

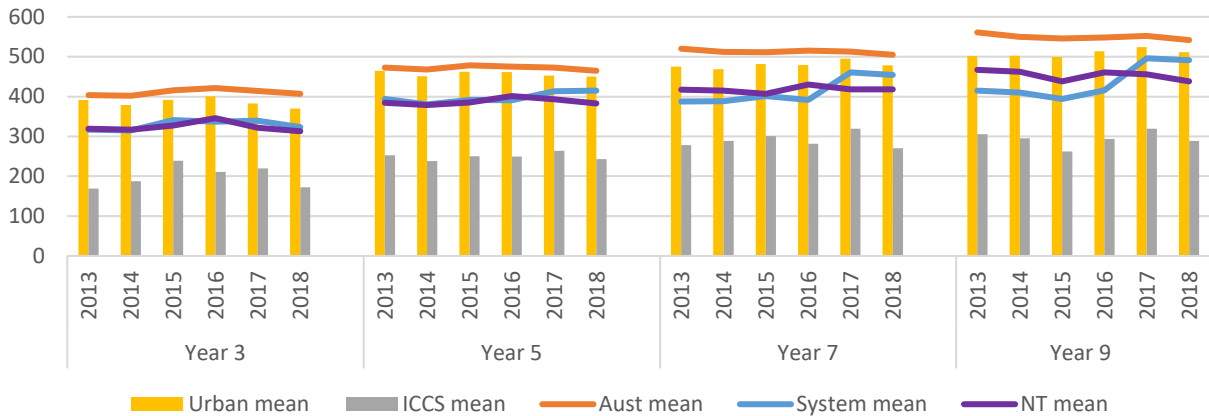
A presentation was made to the Catholic Education Council of the Northern Territory (CEC NT) in November 2018 that demonstrated an upward trend since 2016 using the National Assessment Program – Literacy and Numeracy (NAPLAN) longitudinal data. This pleasing result in part is attributable to the DIP Project, quality pedagogical professional learning for schools, a strong focus on high expectations for all students and maximising growth in learning.

Education Officers have continued to provide high level, strategic support to schools to help them achieve the goals within their Annual Improvement Plans (AIP) as 'critical friends'.

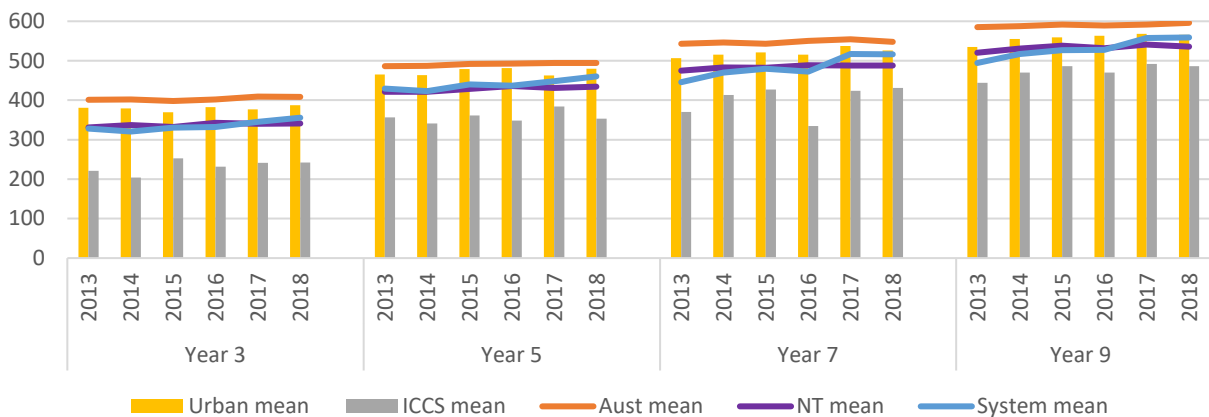
## CENT Longitudinal NAPLAN data 2013-2018



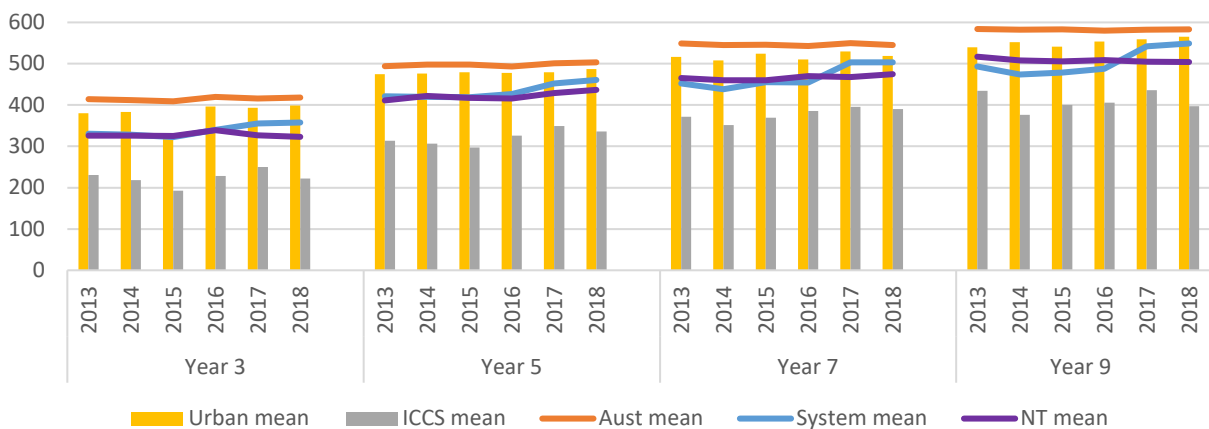
NAPLAN Writing 2013 - 2018

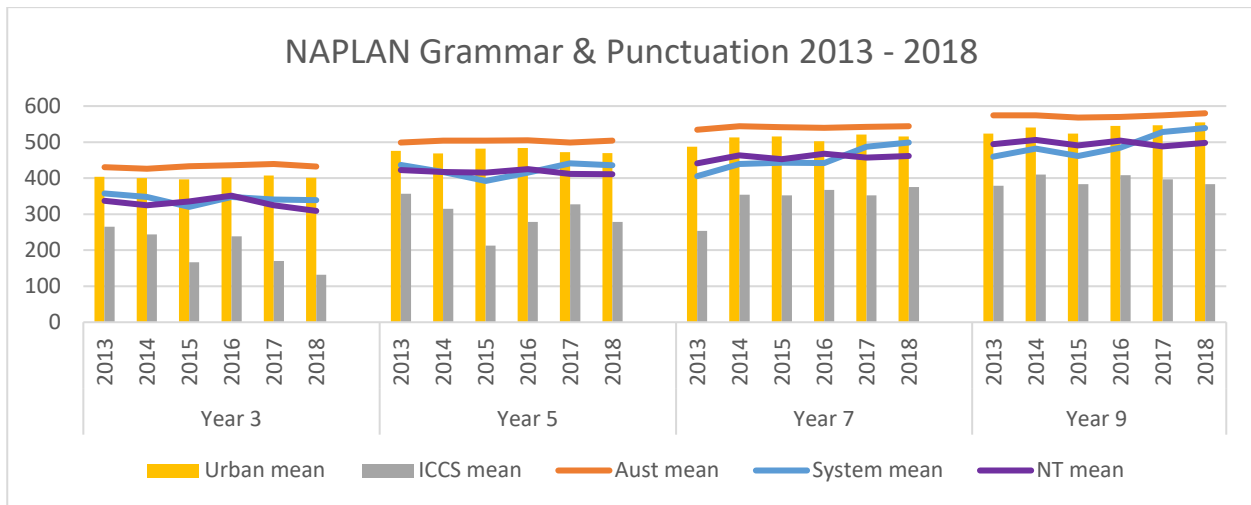


NAPLAN Numeracy 2013 - 2018



NAPLAN Spelling 2013 - 2018





## Instructional Coaching

Instructional Coaching is best defined as a partnership approach to improving instruction by working with teachers to help them to incorporate research based instructional practices. It is generally a one on one practice which enables the teacher to specifically review instruction and work towards meeting mutually identified goals.

Three CENT schools were selected during 2018 to participate in a pilot project to implement Instructional Coaching with a view to determining whether the methodologies and pedagogy around best practice for teaching could be implemented in all schools.

A review of gathered responses from key stakeholders involved at all levels of the project focussed on the results of the pilot considering both its successes and challenges against its stated aims.

The pilot had a positive impact upon teacher practice and student outcomes within the three CENT schools involved in the pilot. Participants indicated that they had greater awareness of the reality of what occurred within their classrooms. This information helped define goals to be implemented to improve student outcomes. Positive reports were received from those interviewed of real successes with students. These successes were primarily because teachers now had the researched strategies to inform their practice based on the analysis of the current reality of their classroom practice.

The Instructional Coaching Pilot achieved encouraging results and affirmation from school leaders and teachers about what was achieved. The change in pedagogical practice that occurred because of Instructional Coaching is not yet part of the dominant ongoing pedagogy of most teachers in CENT schools. To enable the change in pedagogical practice to become deeply embedded, coaching was offered to approximately one third of CENT schools for 2019 via expressions of interest. School and system leaders are mindful that researched based teaching and learning strategies and data informed pedagogical practice need to be a part of all classroom practice.

## Inclusion Support Services

Inclusion Support Services (ISS) team continued to identify and support students with inclusion needs across all CENT schools. The team consisted 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 needs of these students.

The ISS team embedded the INSPIRE software program as an integral part of ISS processes that provides data for the Australian Government National Consistent Collection of Data (NCCD) Project used by all relevant staff in schools. This compulsory NCCD Project collected data on all levels of adjustment to programs for students with identified needs.

The final stage of the INSPIRE software program was completed and is now Inclusion Support Service's only pathway for schools to commence the development of individual adjustment plans for students with inclusion needs, and facilitates sending a request for service to the Catholic Education Office, applying for funding online, and supporting schools with the National Data Collection and Students with Disability Census requirements.

ISS continued to broaden the information on the FROG platform for Inclusion to provide teachers and parents access to current specialised information in the 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, with the first of the Sound Field Systems in schools rolled out in 2018 to support students with hearing and other related learning difficulties.

Other key priorities for the ISS team included:

- continued roll out of Disability Discrimination Act (1992) & Disability Standards for Education (2005) to new schools through a Canberra University online course;
- continued professional learning and support to schools, including two forums for school Inclusion Coordinators;
- introducing a Forum for Inclusion Support Assistants to professionally develop their skill sets to support students with special needs;
- funding allocation for Inclusion Support Assistants of 1 hour additional remuneration for every 10 hours worked to allow for better planning and professional learning with Inclusion Coordinators;
- identification and training of teachers and tutors for Online Training (OLT) courses which includes Autism Spectrum Disorder (ASD), behaviour, dyslexia, “Speech, Language, and Communication Needs” and other learning difficulties;
- updating and collating the Student with Inclusion Needs, Inclusion Support Services Guide;
- successful negotiation to obtain permission to use South Australia Education Health Support Plans in the CENT schools;
- supporting schools with Transition from School planning for Students with Special Needs;
- provide PD for Inclusion Support Coordinators, Inclusion Support Teachers and NTCE/Curriculum Coordinators in collaboration with the Education Officer - Secondary Curriculum on Modified SACE/NTCET options for eligible students,
- training in Autism Diagnostic Observation Schedule - second edition (ADOS-2) for two school psychologists of the ISS Team, including purchase of an ADOS-2 kit;
- purchase and implementation of Remote Onscreen Administration (ROSA) and On Screen 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; and
- connection with NT Department of Education teams (for example School Psychologists, Hearing, and ASD) to share knowledge, referral process, and diagnostic formulation to support cross-sector consistency.



## Information and Communication Technology for Learning

The Australian Curriculum requires implementation and reporting of the Digital Technologies as a learning area (previously entitled Information and Communication Technology (ICT)), and ICT general capability, across all schools and all subjects. Within the Teaching and Learning team this capability was supported by two Education Officers who worked with school staff and leadership to improve digital literacy among teachers and to plan for future requirements. Several schools mandated their staff to complete the Centre for Social Education Research (CSER) Digital Technologies Massively Open Online Courses (MOOC), to ensure that all staff were trained in the new curriculum requirements and possessed the capability to successfully work within the current scope and sequence. Access to the new robotics lending library was provided to schools on completion of the courses.

Sacred Heart Catholic Primary School, St Francis of Assisi Catholic Primary School and Murrupurtiyanuwu Catholic Primary School began a 3-year ACARA Digital Technologies Project which will culminate in a final report at the end of 2020.

During the year several schools continued to develop their own Bring Your Own Device (BYOD) policies and implementation plans. The use of smartboards and newer large touch screens was supported by modelling practice and staff professional learning sessions. Support was provided to schools through modelling practice and joint planning that focussed on pedagogy in the appropriate use of iPads from Transition to Year 6 across all learning areas. Leadership at schools was given guidance and support on strategic ICT planning aligned to their School Improvement and Renewal Framework (SIRF) and Annual Implementation Plan (AIP) documents.

Continued guidance and support were provided during the year in the use of social media in schools, both for student learning and as a channel of communication with parents and the wider-community. Cyber safety, both in relation to social media and beyond was reinforced to schools and support was provided in sourcing of resources and upskilling of staff and general school communities.

The FrogLearn Learning Management System (LMS) contract for all schools ended in Term 4. It became a central communications hub for teaching staff in those schools that decided to retain its use into 2019. The CEO platform was populated with a wide range of

resources by the Teaching and Learning team, including ISS. Access for school staff, via a guest account continued to increase with thousands of logins during 2018.

Several schools trialled the use of FrogProgress – a curriculum planning and assessment tool aligned to the Australian Curriculum. Schools which were the heaviest users focussed primarily on the digitisation of staff notices, rosters, calendars and documentation. Whole staff professional learning sessions were conducted at many schools with follow up support customised to suit individual school requirements and preferences, based on Strategic ICT plans for roll-out of the FrogLearn LMS.

CEO staff were provided an opportunity through a program to learn new skills and increase their use of ICTs for research, collaboration, record keeping and general communication.

Work with the AIEWs, Early Years Network, Inclusion Support Coordinators and Catholic Aboriginal Leadership Team (CALT) forums followed a similar brief to the program provided to CEO staff.

## Science, Technology, Engineering and Mathematics (STEM)

STEM/Technologies classes were introduced during 2018 at Ltyentye Apurte Catholic School, Santa Teresa, St Joseph's Catholic College, Katherine and Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga. STEM electives continued in several secondary schools for Years 9 and 10. Staff and faculties were offered support and professional development to build their skills specific to the individual needs of the school.

Support was provided to schools as they continued to embed the Australian Curriculum: Technologies. Schools audited their curriculum to identify where targeted professional development and assistance could be provided to build the capacity of leadership, teachers and assistant teachers.

Several schools were involved in STEM challenges over the course of 2018. Some of these included:

- the participation of five schools in the 3<sup>rd</sup> RoboCup Junior Northern Territory Titles;
- sending two schools' teams to participate in the First LEGO League Northern Territory Regionals; and
- St Francis of Assisi Catholic Primary School winning the Programming Award at their first LEGO League competition.

The Catholic Education Office Robotics kits have continued to be a well-used resource. In-class support and modelling has been provided to teachers new to the robots that has resulted in an increased number of teachers borrowing the kits to continue projects with their classes.

## Vocational Education and Training (VET)

The Australian Government promoted the awareness and exposure of Vocational Education and Training (VET) through a national strategy '*Real Skills for Real Careers*' during the year. The Career Industry Council of Australia endorsed this strategy and promoted it through social media, digital and printed publications, videos, and through conferences and career expos.

VET students enjoyed a rewarding year with the following students from the Catholic sector nominated for the NT Training Awards and Automotive Apprentice of the Year Awards.

- Michael Heenan from St John's Catholic College, Darwin received two nominations at the TIO Automotive Apprentice of the Year Awards for:
  - Automotive VET student of the Year
  - Aboriginal Automotive Apprentice\Trainee of the Year
- Tullalah Ormsby from MacKillop Catholic College, Palmerston was nominated and won the School-based Apprentice of the Year at the NT Training Awards. Tullalah also attended the Australian Training Awards in Sydney.

Approximately 55 various VET courses were made available to students in ten secondary CENT schools with over 720 enrolments during the year. The variety of courses catered for an increase in industry demand for skilled workers. New courses created clear pathways for students in industry areas such as Maritime, Police, Fire and Emergency Services, Health and Education.

The Year 9 skill sets are very popular and provide students an introduction in employability skills as well as specific vocations.

VET is proving to be a valuable pathway for secondary students and has contributed to students achieving their NTCET and in some cases contributing towards their ATAR. The number of students undertaking School Based Apprenticeships and Traineeships has increased in schools.

The CEO employed a trainer during the year to deliver Certificate II Construction Pathways to students in Wadeye, Nauiyu, Wurrumiyanga and Santa Teresa. This training has had a

positive effect in student engagement and increased awareness of the value of vocational learning resulting in students working and completing a range of small to large projects, for example, from making a wooden stool to designing and creating a school memorial garden.

## Careers

The Careers Network Group met once during Semester I. This meeting was advanced to be held two days prior to the scheduled date due to cyclone Marcus forecasted to cross Darwin.

The Semester II meeting focused on creating a Career Co-ordinators Handbook. It was decided that a book for parents and students would be extremely valuable to provide information and links to policies. A guest speaker from Parks, Wildlife and Heritage was invited to talk about pathways to employment. The group looked at some virtual reality sites and programs that would enable students to understand the various careers that could be pursued.

Career Coordinators updated their school's career planning and embedded a program that provides information and advice on vocational opportunities for their students.

During the year The Australian Government worked on creating a student focussed National Career Education Strategy, "*Ready for a World yet to be Imagined*". It is apparent that social, economic and technological change is reshaping the work of education that requires rethinking of the skills young people will need to build a successful career. The strategy has a strong focus on building partnerships with communities and employers, ensuring students have transferable skills and have a planned program of vocational learning including career pathways in place in all secondary schools.

The Career Industry Council of Australia released a draft paper outlining Professional Standards for Career Practitioners with core and specialised competencies outlined. This is to be finalised in 2019 after feedback from the state and territory professional associations.

## Senior Years

Catholic Education Northern Territory supported a significant number of Year 12 students to complete their NTCET in 2018 with 181 students gaining their senior secondary school qualification.

Xavier Catholic College, Wurrumiyanga had three students successfully completing their NTCET, of whom Paulinus Tipungwuti is to be congratulated on his achievement as being the first ever male NTCET graduate from the island.

Amongst students who received their Australian Tertiary Admission Rank (ATAR) one student scored a rank above 90. Approximately two thirds of the students achieved an ATAR above 60, allowing entry into a wide range of University and TAFE courses across Australia.

The Northern Territory Board of Studies (NTBOS) Awards Night in February 2019 acknowledged the outstanding achievements of the following 2018 graduates:

Connor Schiller	O'Loughlin Catholic College Darwin	Certificate of Merit for Workplace Practices
Kaylyn O'Dwyer	Our Lady of the Sacred Heart Catholic College Alice Springs	Certificate of Merit for Integrated Learning
Jessica Aryanto	St John's Catholic College Darwin	NTBOS Languages Award
Matthew Woods	O'Loughlin Catholic College Darwin	GTNT 2018 Most Outstanding School Based Apprentice Award
Sophie Gaynor	Our Lady of the Sacred Heart Catholic College Alice Springs	Australian Council for Health, Physical Education and Recreation (NT) Physical Education Award
Grace Tuiono	O'Loughlin Catholic College Darwin	NTBOS Year 12 Vocational Education and Training Award
Imogen Bowden	O'Loughlin Catholic College Darwin	Top Twenty NTCET Student

Many students in Aboriginal Catholic Community Schools (ACCS) also achieved to a high standard in 2018, with schools being well established and engaged with successful programs aligned with the Employment Pathways Curriculum Framework. The aim of this curriculum is in preparing students to access employment, training or further education beyond primary school.



In addition to the Employment Pathways classes at Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye, many students continued to pursue and successfully complete Stage 1 NTCET subjects in partnership with the Northern Territory School of Distance Education during 2018. The College anticipates that the first Year 12 students of this initiative should graduate at the end of 2020.

St Joseph's Catholic Flexible Learning Centre in Alice Springs moved to their new premises in Bloomfield Street towards the end of 2018 and continue to support their Young People in either working towards their NTCET, transitioning to the workplace or assisting with their adjustment back to school.

## English as an Additional Language or Dialect

Consistent support was provided throughout the year to all English as an Additional Language or Dialect (EAL/D) students in urban schools and ACCS. Education Officers for EAL/D Primary and Secondary ensured that the EAL/D messages were consistent and current across both primary and secondary schools.

All primary schools were introduced to EAL/D monitoring, assessing and reporting processes and practices ensuring consistency with the endorsed NT Board of Studies - Curriculum, Pedagogy, Assessment and Reporting Framework.

All the urban schools and ACCS were introduced to the pedagogical practices that are aligned to recommended practices and procedures.

## Growing Our Own – Pre-Service Teacher Education

The Growing Our Own (GOO) Project is a pre-service teacher education program for staff in ACCS in the following communities:

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

The aim of the GOO Project is to develop a quality Aboriginal teacher workforce in Catholic schools by offering a pre-service teacher education program for Aboriginal staff, in partnership with Charles Darwin University. A key factor in the project is the capacity to offer the delivery of a Bachelor of Teaching and Learning degree to Aboriginal staff on site using flexible modes of delivery best suited to local context.

The key objectives are to:

- offer a quality pre-service Bachelor of Teaching and Learning degree in each community in a culturally appropriate manner, in order to improve capacity of the Aboriginal educational workforce;
- increase the number of ACCS 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 and
- support graduate teachers to transition from assistant teachers to fully qualified teachers.

Eleven students continued their studies with Charles Darwin University (CDU) during the year.

The highlights of the GOO Program were:

- GOO students attended several weeklong intensive blocks at CDU in Darwin during the year. CDU lecturers and CENT staff delivered modules during these intensive blocks with enhanced support structures in place.
- The above proved very relevant and beneficial to students and as a result:
  - Marcus Williams completed his pre-requisites to become a TRB registered teacher and has taken up a full-time teaching role at Ltyentye Apurte Catholic School, Santa Teresa.
  - Melanie Mullins of St Francis Xavier Catholic School, Nauiyu is on schedule to complete her studies with CDU in Term 4 2019.
- The program continues to receive recognition and critical acclaim from the territory and interstate government organisations citing the program as a model to be considered across a range of exemplary practice.

CEO has reviewed the progress of the GOO Program as it comes to the end of a funding cycle at the conclusion of 2018. A contract for 2019-2020 has been signed with CDU which will enable most, if not all students complete their studies and graduate with either a Diploma, available in 2020 or a Bachelor degree in Primary Education or Education Studies.

## Advanced Skills Teacher status for 2019

Congratulations to the following teachers who received Advanced Skills Teacher Level 1 recognition effective the first day of the 2019 school year:

Teacher Name	School
Lyndell Williams	Holy Spirit Catholic Primary School
Fiona Coughlan	Holy Spirit Catholic Primary School
Geraldine Ballesteros	Sacred Heart Catholic Primary School
Sally Seden	St Paul's Catholic Primary School
Robyn Wright	O'Loughlin Catholic College
Janine Hayward	Our Lady of the Sacred Heart Catholic College
Colleen Marzohl	Our Lady of the Sacred Heart Catholic College
Leah Carmichael	Our Lady of the Sacred Heart Catholic College
Jon Raveney	Our Lady of the Sacred Heart Catholic College

Congratulations to the following teachers who received Advanced Skills Teacher Level 2 recognition effective first day of the 2019 school year:

Teacher Name	School
Denise Simon	Our Lady of the Sacred Heart Catholic College
Evelyn Gaces	Our Lady of the Sacred Heart Catholic College

## Early Years and School Age Education and Care

The main focus for the year was on the development of leaders in 'Early Years and School Age Education and Care' settings. The strategic focus being to build the capacity of leaders in roles of management and operation of services in schools. The 'Developing Early Years Leaders Program' was designed specifically for leaders and managers to nurture staff in leadership and management skills and to actively support quality practices. Facilitator and program designer, Ms Ann Sexton conducted a successful two-day workshop and based on positive feedback, a follow up day was organised that contributed to the professional learning and personal growth of the leaders attending.

Learning environments are changing within services and to inspire and engage children in the learning process, two pre-school teachers shared their programs with the wider network and continued to provide professional development to participants by discussing programs and critically reflecting on practices. These activities have contributed to improved practices and enhanced the professional learning community amongst the network. The Outside School Hours Care (OSHC) Coordinators benefited in visiting other services, sharing programming and developing their programs. Improving quality practices and delivery of service.

The Assessment of Student Competencies continuously informs programming. This ongoing information is collected and analysed at the end of each semester to identify gaps in student learning in both ACCS and urban school settings. Staff discussions included activity opportunities to help achieve skill development and competencies utilising resources provided. Data on assessments and competencies discussed at network meetings form the basis of understanding and designing programs to improve child skill development.

Quality Education and Care NT (QECNT) conducts annual inspections to monitor all services provided, except for ACCS and one service, namely *Working Towards* National Quality Standards. The inspections monitored compliance of maintenance and cleaning issues.

Meetings with the Department of Education (DoE) and Quality Education and Care (QECNT) focussed on working together to implement quality practices in services and to keep abreast of workshops offered by DoE to attend. A few schools were invited to participate in the DoE Age Appropriate Pedagogy Project. Age Appropriate Pedagogy in the early years of schooling is learner centred, involving the scaffolding of learning and engaging children actively in learning that bridges the gap between settings (similar to pedagogy

for Early Learning Centres and Preschools). Mother Teresa Catholic Primary School and Sacred Heart Catholic Primary School joined the program in Semester II, 2018. St Paul's Catholic Primary School and Holy Family Catholic Primary School intend joining the program in 2019.

The Early Childhood Education and Care Awards Committee meets monthly to discuss issues relating to the awards criteria, judging panels and progresses with implementation of improvements recommended by Key Stakeholder Advisory Group (KSAG). This Committee facilitates the development of relationships with other key organisations such as DoE, Early Childhood Australia, Child Australis and Industry Skills Australia. Membership with KSAG provides participation in advocating for early education and care space in the Northern Territory.

The Early Learning Centre at St Mary's Catholic Primary School, Darwin was awarded the 2018 STEM Award for the Northern Territory. Mrs Fiona Matchett, preschool teacher was awarded this honour for her inquiry-based program and the children developing their own water wall completely inspired from STEM activities. Mrs Matchett was also awarded Outstanding Educator at the NT Education and Care Awards this year.

New National Quality Standards (NQS) and National Law and National Regulations were put in place in February 2018. All services were supplied with the new *Guide to the NQS* and *Law and Regulations* to put into practice. Staff were visited on a regular basis to encourage the use of these new documents and to educate staff on the changes required to improve practices.

Assessment and Rating visits during the year reveal that many of the services offer quality care in meeting National Quality Standards. The table below indicates each service's current rating to date:

Service	Maximum number of students	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	Meeting	17/02/2017
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

St Paul's OSHC	75	Meeting	10/08/2017
St Francis of Assisi ELC	44	Working Towards	23/04/2015
St Francis of Assisi ASC	50	Meeting	05/09/2017
St Joseph's ELC	44	Meeting	16/11/2016
St Joseph's ASC	30	Meeting	27/07/2018
Ltyentye Apurte Preschool	53	Working Towards	11/12/2015
Murrupurtiyanuwu Preschool	38	Meeting	16/05/2016
OLSH Thamarrurr Preschool	84	Working Towards	12/02/2015
Mother Teresa's ELC	55	Meeting	09/01/2019
Mother Teresa's OSHC	48	Meeting	09/01/2019
St Francis Xavier Preschool	18	Not assessed	Not assessed

Network meetings have been well supported over the year with a growth in developing a professional learning community and culture in the education and care system. The meetings have provided opportunities to upskill staff in leadership and management as well as developing skills in pedagogy, quality practices and in participating in STEM workshops. Staff have also embraced local workshop opportunities conducted by ECA, Child Australia and DoE.



## COMMUNITY AND CULTURE

### Focus for 2018

The Community and Culture Standing Committee of the Catholic Education Council NT (CEC NT) commenced 2018 with its focus on Aboriginal and Islander education and issues. The Community and Culture Annual Implementation Plan reflects this focus in the finalised Goals and Strategies for the Community and Culture section of the Catholic Education Office Strategic Plan 2018–2022.

### Orientation Program

During the Orientation Program at the start of the year, a small group of Aboriginal Islander Education Workers (AIEWs) and members of the Catholic Aboriginal Leadership Team (CALT) led a Cultural Education Program for all new staff at Aboriginal Catholic Community Schools (ACCS). This successful program was an initiative of Mrs Robyn Collard and under her excellent guidance was well received by all participants of the program. This Cultural Education Program will continue to be part of Orientation Program in future years. The CALT also lead prayers that includes Aboriginal and Islander traditions and rituals throughout the two days of Orientation Program.

### Aboriginal and Islander Education Policy

The Aboriginal and Islander Education Policy was developed during the year. Members of the AIEW Network and CALT were included in the consultation process. This policy provides direction and scaffolding for schools to ensure that Australian Curriculum with cross curriculum priority of *Aboriginal & Torres Strait Islander Histories and Cultures* is being implemented in teaching and learning for all students.

The policy was approved by the CEC NT at the October 2018 meeting held at Ltyentye Apurte Catholic School in Santa Teresa.

Cultural Education Programs for all new staff each year and the development of Reconciliation Action Plans for each school forms part of the Policy.

## Reconciliation Action Plans

During the year, the standing committee with support of the CEO Leadership, decided to begin the process of developing a Reconciliation Action Plan (RAP) for the CEO. A RAP Working Group was established and began the process by registering with Reconciliation Australia. The first draft of the RAP was submitted to Reconciliation Australia for their feedback in December 2018.

Two representatives from Reconciliation Australia visited in August and provided information sessions at the CEO for staff and for schools. They also went through the process in detail with the AIEWs and CALT, who will be key members of the school RAP Working Groups when they are established. All schools were asked to include the development of a RAP in their 2019 AIP.

Our Lady of the Sacred Heart Catholic College, Alice Springs and MacKillop Catholic College, Johnston submitted their RAPs.

## Change in Language

There has been a gradual change across the country in the language around Aboriginal and Islander peoples. All states and territories in the Commonwealth are now using Aboriginal or Aboriginal and Islander rather than Indigenous. All states and territories have a Ministry of Aboriginal Affairs except Queensland which has a Ministry of Aboriginal and Torres Strait Islander Partnerships. The Federal Government continues to use the term Indigenous.

While not everyone, including some Aboriginal and Islander people, see the need for this change, the consensus seems to be that this change is a positive move. The term Indigenous has only been used in relatively recent times and is an International term used to describe people who are native to an area as well as fauna and flora native to the area.

The word Aboriginal is a stronger word, meaning original inhabitant. It was used in Australia as early as 1789 by Europeans to describe the original inhabitants of Australia. Many Aboriginal people feel that it identifies them in a more personal way (more so than Indigenous) and does not imply they are 'one mob'. They prefer the word Aboriginal because it is fundamentally an adjective and so acknowledges that there are various groups of Aboriginal peoples in Australia.

More and more Aboriginal and Islander people refer to themselves, for example, as ‘a proud Larrakia man’ or an Eastern Arrernte woman’. When introducing themselves some will refer to their mother’s country or father’s country to emphasise their identity. The same is true for the Islander people, who while the original inhabitants prefer to identify themselves as Islanders rather than Aboriginals. The term Aboriginal and Islander people recognises the two distinct groups, whereas the term Indigenous does not.

The Community and Culture Standing Committee discussed this issue throughout the year and consulted with various groups and layers of people, including the CALT and the AIEWs before making a recommendation to the CEC NT that this change of language be embraced. This change should be seen as reaffirming respect for Aboriginal and Islander peoples and their unique cultures and as honouring their special place as the original inhabitants of Australia and more especially, within the Diocese.

In CEO documents and communications, the word Indigenous will be replaced with Aboriginal and Islander. The IEW network will now be the AIEW network. ICCS will now become ACCS, CILT will now become CALT (pronounced *salt*).

## PASTORAL CARE AND WELLBEING

During 2018 the Pastoral Care and Wellbeing (PCWB) Standing Committee of the Catholic Education Council (NT) focussed their work on addressing the goals of the PCWB section of the Strategic Plan: *Towards 2018-2020*.

The leadership formation of Wellbeing Leaders in schools continued throughout the year and provided professional learning around priorities established by schools.

A large body of work for 2018 included:

- Review of the Pastoral Care and Wellbeing Policy.
- Hosting Dr Shannon Hodges, Ph.D.; LMHC, ACS, a professor at Niagara University. The University's Catholic and Vincentian mission is social justice and service to the poor and disenfranchised. Faculty, staff, and students of the University are encouraged to offer local, regional and international service. Professor Hodges chose to commit one month to work in the Northern Territory as he believes that providing training and consultation is a small, concrete way of giving back what he has learnt. Professor Hodges worked with schools and the network group through a range of professional learning presentations designed to meet specific contexts. Professor Hodges was also able to provide training on Trauma Informed Practices.
- Developing understandings of two significant national initiatives, namely, the National Safe School Framework and Beyond Blue's school service delivery of *Be You*. 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 *Be You* in the Northern Territory.
- Action Research Projects: Mind Up, Emotional Freedom Techniques and Mindfulness Ongoing professional learning for CENT staff, in partnership with Catholic Care NT, *headspace*, Professor Hodges, and Resiliency (offered by Springfox) is essential to enable staff to provide necessary school support.

The PCWB Standing Committee continues to be strengthened with an increase in membership of professionals from disciplines of teaching, psychology, law, counselling and sociology.

CENT is supportive of future research in Pastoral Care and Wellbeing.

A focus in 2019 will be to engage leaders from schools in action research projects that focus on priorities within school communities. Two formal research activities will include up to five schools across the Territory. These projects will include two programs: 'Mind Up' and 'Using Emotional Freedom Techniques' (EFT) for reducing anxiety and increasing wellbeing in primary school students. A further research project proposal in the areas of Principal Wellbeing and best practice models of Whole School Wellbeing is in the development stage for implementation into the next strategic planning cycle.

All documents related to the area of Pastoral Care and Wellbeing are available at <https://www.ceont.catholic.edu.au>

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## FINANCE FACILITIES AND RESOURCES

### Schools Services

#### Employee Relations

Employee Relations operating from the Catholic Education Office (CEO) provides strategic consultancy and advisory services to senior management, school principals and all employees in Catholic Education Northern Territory (CENT).

During the year, Employee Relations offered professional advice and undertook to deliver beneficial outcomes in matters relating to industrial and employee relations, and successfully concluded negotiations in the finalisation of the *Catholic School (Northern Territory) Collective Enterprise Agreement 2018-2021*.

Employee Relations focussed on developing and updating CENT policies to provide clarity of CENT's philosophy, goals, policies and procedures in the context of regulations and legislations in addressing employee related matters and resolving issues in the workplace.

Employee Relations also undertook the mammoth task of standardising and streamlining recruitment, selection and employment policies and procedures, position descriptions for all classification of employees within the context of the approved *Catholic School (Northern Territory) Collective Enterprise Agreement 2018-2021*.

### Finance

#### Financial operations

The Catholic Education Office (CEO) Finance Team manages the financial operations for the CEO, the NT Block Grant Authority and the five Aboriginal Catholic Community Schools. CEO finances are split between the system provider grant operations, the operation of a long service leave fund, and the office operations.

#### Payroll operations

The CEO Finance Team also undertakes the processing of the payrolls for the CEO and each of the five Aboriginal Catholic Community Schools.



During 2018 an average payroll period involved paying 430 individuals across the supported entities. Additionally, approximately 80 casual cultural workers were employed when required and paid on an *ad hoc* basis.

Payroll administering during the year involved:

- adding 107 new employees to the payroll system;
- processing pay increases based on the *Catholic School (Northern Territory) Collective Enterprise Agreement 2018-2021* (applied at three different times during the year depending on the entity or employment class);
- processing 35 increment increases for employees based on their individual service history;
- processing employee leave and unauthorised absences;
- processing 203 employee terminations (including resignations, retirement, etc.); and
- preparing 621 payment summaries for current employees and former employees.

## School finance and payroll support

The Finance Team through the Manager Accounting Services and the Schools Accountant supports the finance and payroll areas of work of all school finance officers and business managers.

During the year school-based and office-based finance staff were offered training, information, workshop sessions and an opportunity to share feedback through three day network meetings and a two day budget workshop.

## Annual financial statements and audited acquittals

During the first half of 2018 annual financial statements for each of the sixteen schools (excluding St Joseph's Flexible Catholic Learning Centre and Mother Teresa Catholic Primary School), the Catholic Education Office and the NT Block Grant Authority were prepared and presented for audit.

## Funding policy analysis

During 2018 the changed Australian Government Funding Model for non-government schools (referred to in the media as "Gonski 2.0") was implemented. This resulted in

moderate increases in per student funding levels as CENT schools transition to receive the full Australian Government level of funding, based on measured need, in 2023.

During the year the CEO contributed additional information on CENT schools to provide clarity on the measures of need through submissions to methodology reviews and trials of new data collections required in support of the negotiations with the Australian Government.

## TechnologyOne system implementation

The TechnologyOne system was implemented in four urban schools and preparation was finalised for implementation in a fifth school in January 2019. During most of Term 1 2018 intensive work was required to ensure that the integration between the billing module of the Civica Education Suite and TechnologyOne met the needs of schools.

## Future activities

Current preparations are being finalised to roll out and implement TechnologyOne system to the remaining urban schools in 2019.

# Information Technology

## Civica Education Suite (CES)

The Civica Education Suite (School Information System) was rolled out to all CENT ACCS and urban primary Schools. The roll out to secondary schools is scheduled to be completed in 2019.

Focus areas in the roll out are identity management, jurisdiction billing and introduction of the new timetable module.

The most recent schools to adopt CES are Holy Spirit Catholic Primary School, St Mary's Catholic Primary School and St Joseph's Catholic College.

## GradeXpert

GradeXpert is a specialised tool for schools to track student achievement data and the CEO facilitated the hosting, connectivity and provision of supporting student data for all CENT schools in its use.

Schools are at different stages of adoption of GradeXpert, with many schools taking on additional GradeXpert features, of which the most notable is Academic Reporting.

## Technical Roadmap

CENT commenced planning discussions with Catholic Education Network (CENet) on a technical roadmap for the CEO and schools. Focus areas of the roadmap are Identity Management, Access Management and Enterprise Interoperability.

## Focus Activities in 2019

- Continue to plan, develop and roll out Civica Education Suite school information system.
- Provide project management and support services to CEO Finance rolling out the TechnologyOne finance system.
- Continue to further develop CENet, through improvement of current features, addition of new features, improvement in response to client feedback and promotion of its use.
- Continue to review CEO IT internal systems and processes and focus on efficiency and quality service.
- Consolidate services offered by CEO IT and promote their use through increased communication with schools and training support.

## Infrastructure

### Operations

Following the mid-January 2018 floods, the Infrastructure Team endeavoured to complete the challenging project of re-building St Francis Xavier Catholic School, Nauiyu in Daly River to complete the works for the school to commence its operations in February.

March 2018 was also very challenging with cyclone Marcus striking Darwin, with destructive winds damaging many CENT school properties that also suffered tree damage and power outages. The Infrastructure Team coordinated the recovery and clean-up operations of all school properties and school grounds for a number of weeks in the Darwin area.

## Projects

The Infrastructure Team undertook and successfully completed major projects at various locations during the year, namely:

- **Mother Teresa Catholic Primary School**  
Mother Teresa Catholic Primary School Stage 1 was completed in December 2017. The fit out and furnishings were completed in January 2018 in time for the commencement of the school year. The school opened with classes from Transition to Year 2 and the specially designed first purpose built Early Learning Centre in CENT. Stage 2 was completed in June 2018 with the grand opening and Mass in September 2018. The successful completion of this project is acknowledged as a commendable achievement for CENT.
- **Holy Family Catholic Primary School**
  - The design for the upgrade of Holy Family's Early Learning Centre commenced in May 2018. The works were scheduled to commence in December 2018 and be completed in early 2019
  - Rossi Architects were engaged to develop the master plan for the school's infrastructure to meet its pedagogical needs into the future; these are expected to be completed by early 2019.
- **Holy Spirit Catholic Primary School**  
An upgrade of the school canteen was completed at the end of the school year with assistance from the Northern Territory Government Building Better Schools funding.
- **Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye**
  - Under Stronger Futures, the construction of two 3x2 bedroom unit blocks were completed mid-February 2018 for staff housing.
  - Other works included the construction of a new car park and associated works, a new multi-purpose pavilion including storage space and new toilets for the Senior College.

## Solar Program

The Solar Program was rolled out to sixteen CENT schools with completion of the final installation in September 2018.

## **Asset Management System**

The design and implementation of the Asset Management System (AMS) continued during the year. A dedicated officer will work on the AMS during 2019 with the roll out to ACCS scheduled for the end of 2019.

## **Focus for 2019**

- Master planning for facilities and maintenance needs of schools and colleges.
- Roll out of the AMS to all ACCS by end 2019.

## **Marketing**

### **Catholic Education Northern Territory (CENT) Rebranding**

Extensive consultations during the year with the Director of Catholic Education and Deputy Director of School Services and Media Officer led to the redesigning of CENT branding. The refreshed branding was simplified to offer a contemporary new look to complement the current culture and emphasise the core business 'Catholic Education' in the Northern Territory' .

### **2018/2019 CENT Advertising Campaign**

The following media advertising was carried out during 2018:

- New CENT system generic Primary and Secondary TV Commercials on Darwin 7 channels.
- Radio advertising on Territory FM 104.1
- Printed newspaper advertising for CENT placements in the NT News, Sun, and The Centralian.
- Social media advertising on Facebook profile and NT News website.

### **Catholic Education in the Top End newspaper feature**

A special 12-page feature was released in the Sunday Territorian to celebrate Catholic Education Week in the NT. The feature included information on all CENT schools highlighting school achievements and events at in Darwin, Palmerston, Humpty Doo, Katherine, Alice Springs and in remote Aboriginal Catholic Community Schools.

## Recruitment website 'Teach NT'

The Teach NT website was developed and launched during the year solely to provide information and promote and publicise teaching in all urban Catholic schools and Aboriginal Catholic Schools across the Northern Territory.

## Other works commenced during 2018

- Redevelopment of the CENT public website and set-up of social media profiles
- CENT advertising campaigns to promote the system and brand awareness
- CENT recruitment campaigns and advertising templates
- CENT rebranding office templates and advertising campaign materials
- Improvements on Search Engine Optimisation (SEO)

## Work Health and Safety

The following summary is a brief evaluation and snapshot of the continuous improvement approach taken during 2018 towards providing safer workplaces for employees, students and the school communities in Catholic Education in the Northern Territory (CENT).

During 2018 the Catholic Diocese of Darwin and Catholic Education NT (CENT):

- appointed a new Manager WHS in May 2018;
- completed a review of the WHS Management System (WHSMS) and developed a new WHSMS Plan that outlines the approach CENT will take in managing WHS into the future;
- reviewed existing policies and procedures that led to revision and updating policies or creation of new policies to reflect either workplace changes and current WHS legislation requirements, thus ensuring that all policy documents are current and up to date;
- provided opportunities for new ideas to emerge, through consultation and the cooperation of all WHS Coordinators of school and all Diocesan entities, that has led to processes being put in place to streamline incident and hazard reporting, promote and encourage safer work practices, share information and resources to improve uniformity and make WHS easier for all staff to understand and take action; and
- gained an insight and understanding into WHS trends in the Diocese through quarterly performance reporting.



An external WHS Auditor was engaged for 2018-2019 to conduct, evaluate and report on the WHS performance of colleges, schools and agencies in the Diocese. The WHS Auditor results reveals that WHS compliance (averaging 85%) was achieved in 2018.

All staff in the Diocese of Darwin are encouraged to take a proactive approach to maintaining and improving these results.

## Northern Territory Block Grant Authority (NT BGA)

### Applications Approved for 2018

2018 General Schedule Approved for Catholic Schools		
School	Grant (\$)	Project Description
Holy Spirit Catholic Primary School, Wanguri	68,442	Renovation of single-entry library room to create space for multi-purpose use.
O'Loughlin Catholic College, Karama	149,000	<ol style="list-style-type: none"><li>1. Construction of walkway with cover from carpark ~ pickup terminal ~ admin area; extension of Entry structure.</li><li>2. Repairs to damaged asphalt area of car park.</li><li>3. Upgrade of existing wireless service.</li></ol>
MacKillop Catholic College, Palmerston	63,050	<ol style="list-style-type: none"><li>1. Provision of additional services for workshop/training area (transferred to new location).</li><li>2. Construction of two tutorial rooms in Library.</li></ol>
Sacred Heart Catholic College, Palmerston	51,387	Install electronic key system to replace manual locks.
Our Lady of the Sacred Heart Catholic College, Alice Springs	78,000	Renovate Years 7 & 8 female and male toilets, and campus disabled toilet.

## SCHOOL STATISTIC

### School Enrolments 2018

School Enrolments 2018	Primary	Secondary	Total
St Mary's Catholic Primary School, Darwin	194		194
St Paul's Catholic Primary School, Nightcliff	205		205
Holy Spirit Catholic Primary School, Casuarina	227		227
Holy Family Catholic Primary School Karama	231		231
Sacred Heart Catholic Primary School, Palmerston	283		283
Mother Teresa Catholic Primary School, Zuccoli	44		44
St Francis of Assisi Catholic Primary School, Humpty Doo	109		109
St Joseph's Catholic College, Katherine	99	107	206
Our Lady of the Sacred Heart Catholic College, Alice Springs	329	360	689
Xavier Catholic College, Wurrumiyanga		90	90
Murrupurtiyanuwu Catholic Primary School, Wurrumiyanga	174		174
St Francis Xavier Catholic School, Nauiyu,	40	18	58
Ltyentye Apurte Catholic School, Santa Teresa	81	36	117
Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye	384	203	587
MacKillop Catholic College, Palmerston		668	668

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O'Loughlin Catholic College, Karama		558	558
St John's Catholic College, Darwin		205	205
St Joseph's College Flexible Learning Centre, Alice Springs		104	104
Total	2400	2349	4749

## Enrolment Trends 2008 - 2018

Primary				Secondary		
Year	Boys	Girls	Total	Boys	Girls	Total
2008	1369	1354	2723	1047	1037	2084
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	1214	2400	1213	1136	2349

## Enrolment Type 2017 – 2018

2017				2018		
	Boys	Girls	Total	Boys	Girls	Total
Urban						
Primary	1015	824	1839	857	864	1721
Secondary	954	1048	2002	1044	958	2002
Total	1969	1872	3841	1901	1822	3723
ICCS						
Primary	361	360	721	329	350	679
Secondary	205	192	397	169	178	347
Total	566	552	1118	498	528	1026

## Indigenous Enrolments 2008 – 2018

	Urban		Remote		Total	
Year	Primary	Secondary	Primary	Secondary	Primary	Secondary
2008	278	369	672	357	950	726
2009	340	347	636	242	976	589
2010	315	361	643	289	958	650
2011	294	358	678	239	972	597
2012	337	382	738	259	1075	641
2013	340	436	720	291	1060	727
2014	338	479	765	327	1103	806
2015	290	501	733	364	1023	865
2016	300	475	733	364	1033	839
2017	261	456	721	397	982	853
2018	242	435	666	267	908	702

## St John's Catholic College Boarding Students 2008 - 2018

Year	Students
2008	231
2009	178
2010	175
2011	183
2012	177
2013	173
2014	143
2015	120
2016	87
2017	83
2018	74



## Principals 2008 – 2018

	2008		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Religious Male	2		1	1	1	1	2	2	2	2	2	1
Religious Female	1		-	-	-	-	-	-	-	-	-	-
Lay Male	5		4	4	6	7.5	11	10	5.5	6	8	7
Lay Female	8		10	10	8	8.5	4	5	9.5	9	7	10
Total	16		15	15	15	17	17	17	17	17	17	18

## Teacher staffing 2008 – 2018

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Primary	178	186	183	180	184	187	198	191	188	193	195
Secondary	165	170	179	170	160	196	199	216	220	218	245
Total	343	356	362	350	353	383	397	407	408	411	440
Religious	6	1	1	3	3	3	4	4	4	2	4
Lay	337	355	361	347	350	380	393	403	404	409	436

## FINANCIAL STATISTICS – 2018

<b>AUSTRALIAN GOVERNMENT GENERAL RECURRENT GRANTS</b> Statement of income and expenditure For the year ended 31 December 2018 (Figures in \$)		
<b>Income</b>		
Australian Government Grants		75,968,891
<b>Expenditure</b>		
Grants to schools	63,233,367	
System level support	11,296,001	
System administration	1,439,524	

<b>AUSTRALIAN GOVERNMENT TARGETED PROGRAMS</b> Statement of income and expenditure For the year ended 31 December 2018 (Figures in \$)		
<b>Income</b>		
Australian Government Grants		7,217,344
<b>Expenditure</b>		
Grants to schools	6,702,765	
System level support	514,579	

<b>NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS</b> Statement of income and expenditure For the year ended 31 December 2018 (Figures in \$)		
<b>Income</b>		
Northern Territory Government Grants		13,688,198
<b>Expenditure</b>		
Grants to schools	13,248,549	
System administration	439,649	

<b>NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS</b> Statement of income and expenditure For the year ended 31 December 2018 (Figures in \$)		
<b>Income</b>		
Northern Territory Government Grants		3,242,060
<b>Expenditure</b>		
Grants to schools	1,922,060	
Capital grants-Mother Teresa Catholic Primary School	1,077,780	
Unexpended grants	242,220	

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Notes

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Catholic Education  
NORTHERN TERRITORY

May 2020