

# 2020 Annual Report

*Faith in their future*



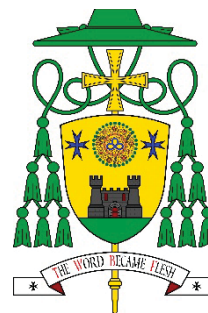
Holy Family  
Catholic  
Primary School



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## LETTER OF TRANSFER



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

Dear Bishop Gauci

On behalf of the Catholic Education Council of the Northern Territory, we present you with the Catholic Education Northern Territory Annual Report for the year 2020.

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

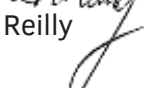
The Catholic Education Office (CEO) continues to focus on the Key Areas of the 2018 – 2022 Strategic Plan, through its active and layered engagement with school communities in endeavouring to deliver quality service and support to eighteen Catholic schools in the Northern Territory.

The development of a Reconciliation Action Plan (RAP) for the system, and with schools developing their own, provides a clear focus on the role and contribution of Aboriginal staff in our system. In conjunction with the RAP, the Aboriginal Workforce initiative also drives strategy around ongoing skills enhancement. One such initiative is the Growing Our Own (GOO) program that has effectively graduated many Aboriginal teachers in the past decade.

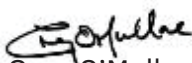
The CEO continues to represent NT Catholic schools in its liaison with the Australian and Northern Territory Governments on a range of important issues such as school funding, support for special needs students, student wellbeing, boarding facilities, capital subsidy, development of new sites and building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

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

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



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



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



## CATHOLIC EDUCATION COUNCIL OF THE NORTHERN TERRITORY

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

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

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

- To foster unity of purpose and to enhance the coordination on matters of common concern amongst all involved in Catholic education in the Northern Territory.
- To ensure all policies embody the Catholic ethos, building a community of faith and encouraging learning for life.
- To recommend policy on matters relating to Catholic education to the Bishop.
- To recommend guidelines in order to assist in the overall religious education of Catholics in the Diocese.
- To provide a link between Catholic education in the Northern Territory, the National Catholic Education Commission and other relevant ecclesiastic bodies at the 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 are, appointed to 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 commit to Catholic education in the Northern Territory.

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

## President

The Most Rev Charles Gauci, Bishop of Darwin.

## Executive Officers

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

## Ordinary Members representing following Deaneries

Vicar General or Chancellor	
	Fr Malcolm Fyfe MSC
Principals	
	Mr Cameron Hughes
	Mrs Lauretta Graham
	Mr Denis Graham
Priests	
	Fr Leo Wearden, MSC
Parents	
	Mr Anthony Burton
	Mrs Lorraine King
	Mrs Loretta Hagan
Aboriginal Representation	
	Ms Stacey Parker
	Mrs Concepta Orsto
Special Needs Representative	
	TBA
Community	
	Dr Nicole Johnson
	Mr Peter Caldwell
	Mr David Reilly
Teacher	
	TBA
Ex-Officio	

Director of Catholic Education	Mr Greg O'Mullane
Deputy Director Teaching & Learning	Mrs Jacqui Langdon
Deputy Director School Services	Mr Dirk Botha
Leader of Catholic Identity	Sr Catherine Mead
Principals' Consultant	Ms Bernadette Morriss

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

- 10 March 2020
- 2 June 2020
- 1 September 2020
- 1 December 2020

Council met once each term during 2020 at the following locations:

3 April	Cancelled due to COVID-19
11 June	Catholic Education Office, Darwin
17 September	Catholic Education Office, Darwin
9 December	St John's Catholic College, Darwin

## FOCUS DISCUSSIONS

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

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

## COUNCIL STANDING COMMITTEES – 2020

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

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

Catholic Identity	Sr Catherine Mead	Leader of Catholic Identity
Leadership	Mr Greg O'Mullane	Director of Catholic Education
Teaching & Learning	Mrs Jacqui Langdon	Deputy Director Teaching & Learning
Finance, Resources & Facilities	Mr Dirk Botha	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

Sr Catherine Mead	Catholic Education Office	(Leader) Catholic Identity
David Reilly	CEC Member	CEC Member (via phone)
Robyn Craig	Catholic Education Office	EO Religious Education
Denise Simon	Holy Spirit Catholic Primary School	APRE Representative
Clalia Marr	Catholic Community	Professional expertise
Tony Cunningham	Diocesan Office	Professional expertise
Lauretta Graham	MacKillop Catholic College	Principal Representative

<b>Meetings 2020</b>	26 February	18 May	17 August	30 November
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## LEADERSHIP STANDING COMMITTEE

The Leadership Standing Committee is responsible for advising the Council on matters relating to the leadership of schools, School Improvement and Renewal Framework, formation review, leadership appraisals, and 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 NT
David Reilly	Catholic Education Council NT	Chair
Shane Donohue	Holy Family Catholic Primary School	Principals' Representative
Andree Rice	Xavier Catholic College	Principals' Representative

Margie Talbot	Mother Teresa Catholic Primary School	Professional expertise
Paula Sellars	Holy Spirit Catholic Primary School	Professional expertise
Nicholas Jack	O'Loughlin Catholic College	Professional expertise

<b>Meetings 2020</b>	9 March	1 June	31 August	30 November
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## TEACHING AND LEARNING STANDING COMMITTEE

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

### Membership

Jacqui Langdon	Catholic Education Office	(Leader) Deputy Director T&L
Adriaan Du Plessis	Catholic Education Office	Leader of Inclusion Support Services
Denis Lee	Catholic Education Office	Leader of T&L
Jason Tutty	O'Loughlin Catholic College	Professional expertise
Cherilyn Hughes	St John's Catholic College	Professional expertise
Kathryn Ezzy	MacKillop Catholic College	Professional expertise
Gabrielle Lindsay	Xavier Catholic College	Professional expertise
Rachael McDowall	Sacred Heart Catholic Primary School	Professional expertise
Loretta Hagan	Catholic School Parent	Parent representative
Patricia Walker	Our Lady of the Sacred Heart Thamarrurr Catholic College	Professional expertise

<b>Meetings 2020</b>	26 February	20 May	19 August	11 November
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## FINANCE, RESOURCES & FACILITIES STANDING COMMITTEE

The Finance, Facilities & Resources Standing Committee is responsible for 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

Dirk Botha	Catholic Education Office	(Leader) Deputy Director School Services
Peter Caldwell	Catholic Education Council NT	Member
Greg O'Mullane	Catholic Education Office	Director of Catholic Education NT
Tom Pearse	Catholic Education Office	General Manager Finance
TBC	Catholic Education Office	Manager Infrastructure
Cameron Hughes	St John's Catholic College	Principals' representative



Dan Ryan	Darwin Diocesan Office	Darwin Diocesan Development Fund
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<b>Meetings 2020</b>	3 March	26 May	11 August	17 November
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## COMMUNITY & CULTURE STANDING COMMITTEE

The Community and Culture Standing Committee is responsible for 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
Jessica Musgrove	Holy Spirit Catholic Primary School	Professional expertise
Letticha Clarke	St John's Catholic College	Professional expertise
Christie Jacobs	Sacred Heart Catholic Primary School	Aboriginal & Islander Education Worker
Rhett Bowden	O'Loughlin Catholic College	Principal
Anthony Burton	Catholic Education Council NT	Member

<b>Meetings 2020</b>	6 March	5 May	10 August	3 November
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## PASTORAL CARE & WELLBEING STANDING COMMITTEE

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

### Membership

Bernadette Morriss	Catholic Education Office	(Leader) Principals' Consultant
Sr Catherine Mead	Catholic Education Office	
Cheryl Edward	Catholic Education Office	Professional expertise
Lorraine King	Catholic Education Council NT	Parent
Christine Smith	Catholic Education Office	Professional expertise
Linda Spencer	Catholic Care NT	Catholic Care
Geraldine Mulvahil	Sacred Heart Catholic Primary School	Primary Schools
Steven Versteegh	O'Loughlin Catholic College	Secondary Schools
Sunniva Antonucci	St Joseph's Catholic College	Deputy Principal
Lisa LeGros	Catholic Education Office	Professional expertise

<b>Meetings 2020</b>	10 February	5 May	4 August	26 October
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## CATHOLIC EDUCATION OFFICE

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

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

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

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

- Policy advice;
- Disseminating information about approved educational, pastoral care and administrative policies to schools;
- Fostering policy implementation and evaluating their effects in Catholic schools; and
- Reporting to the Catholic Education Council of the Northern Territory (CEC NT).

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







## OUR VISION

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

## OUR MISSION

### **FAITH:**

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

### **SERVICE:**

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

### **COMMUNITY:**

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

### **DIVERSITY:**

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



## CATHOLIC IDENTITY

### RELIGIOUS EDUCATION

#### JOURNEY IN FAITH CURRICULUM

The updated Journey in Faith Religious Education curriculum was completed during 2020 with each of the five knowledge strands provided to Catholic rural and urban schools within the Diocese:

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

The Curriculum from Transition to Year 10 has a 'guiding/outlined' unit of work developed for each of the five knowledge strands. The resources have been developed to support the teaching and learning of Religious Education while still allowing each school to modify teaching and learning for their context. Additionally, each teacher is provided with the opportunity to adapt learning for their particular cohort of students.

The Religious Education team have developed accompanying resources located on CENet to support the teaching of the Journey in Faith units:

- A Journey in Faith suggested Curriculum Map from T – 10 for an academic school year
- Learning and Achievement standards from Transition to Year 10
- An outline of the Scripture texts used in the Journey in Faith units

For each of the five Knowledge strands the following resources are also available on CENet:

- Summary of the 'Background Information' for use by teachers
- Summary of the Learning and Achievement standards, Wisdom Strand and Fertile Questions
- The Enduring Understandings from Catholic Education South Australia upon which the Journey in Faith Curriculum is based.
- Resource Inventories/summary – outlining the resources required in the teaching and learning of each of the 'units' of work.
- PowerPoints and additional resources were developed for each of the five Knowledge Strands for APRE/RECs to use as a base in the delivery of Professional Development in their schools. These have also been uploaded to CENet for access by APREs / RECs.

#### ASSISTANT PRINCIPAL RELIGIOUS EDUCATION NETWORK

At the start of 2020, the Catholic Identity/Religious Education Team met to discuss the purpose of the APRE network meetings. The following was outlined as the purpose of the APRE network meetings for 2020:

- Nurture APRE's to facilitate and collaborate in shaping the expression of Catholic Identity in school communities in the Darwin Diocese.
- Foster collaboration to enhance Religious Education Teaching and Learning
- Implement and embed the Journey in Faith units and pedagogical practice that best suits teaching and learning.
- Build a collaborative network to enhance Religious Education Teaching and Learning

The APRE Network met for two face-to-face Network meetings throughout the year, one via Zoom during the COVID restrictions in Term 2.

A Reflection day was held in term three for APRE/ RECs based on the theme My Story – Our Story – The Emmaus Story.

The following tables summarise the APRE Network Meetings for urban and rural schools.

<b>Term 1 2020</b>	<ul style="list-style-type: none"> <li>• Discussion and sharing of resources for The season of Easter &amp; Lent</li> <li>• Worlds of the Text – Matthew’s Passion/Lent &amp; Easter</li> <li>• Introduction to Catholic Social Justice Teaching Principles</li> <li>• Journey in Faith Curriculum update</li> <li>• ACCS Sharing 8 Ways Project</li> </ul>
<b>Term 2 2020 Via Zoom</b>	<ul style="list-style-type: none"> <li>• Exploring the Sacred Text and Prayer and Sacramentality units</li> <li>• APREs were allocated a Moral Life unit to proofread</li> <li>• MITIOG update</li> <li>• Kathryn Pettersen – Youth Ministry Coordinator</li> </ul>
<b>Term 3 2020 Retreat</b>	<ul style="list-style-type: none"> <li>• Staff experienced the following modes of reflection, prayer and contemplation: Visio Divina, Lectio Divina and Emmaus Walk</li> </ul>
<b>Term 4 2020</b>	<ul style="list-style-type: none"> <li>• Sharing of wisdom among APREs, topics included: Pre-assessment, Assessment and empowering teachers</li> <li>• Caritas Australia - Andrew Knife</li> <li>• Assessment in Religious Education</li> <li>• Moderation of student work and evaluation of rubrics</li> <li>• Dialogue with APREs around 2021 CENT ASIP – Catholic Identity</li> </ul>

## **ABORIGINAL CATHOLIC COMMUNITY SCHOOLS ASSISTANT PRINCIPAL / RELIGIOUS EDUCATION NETWORK**

The ACCS network consists of the Assistant Principal Religious Education / Religious Education Coordinator and local teacher representatives working in collaboration with the Catholic Aboriginal Leadership Team (CALT).

The purpose of the ACCS network during 2020 aimed to:

- Empower local teachers or assistant teachers and non -local teachers to teach Religious education in the context
- Implement culturally responsive pedagogies through the adaption of the 8 Way’s pedagogical approach (Tyson Yungaporta)

The planned outcomes for the network included:

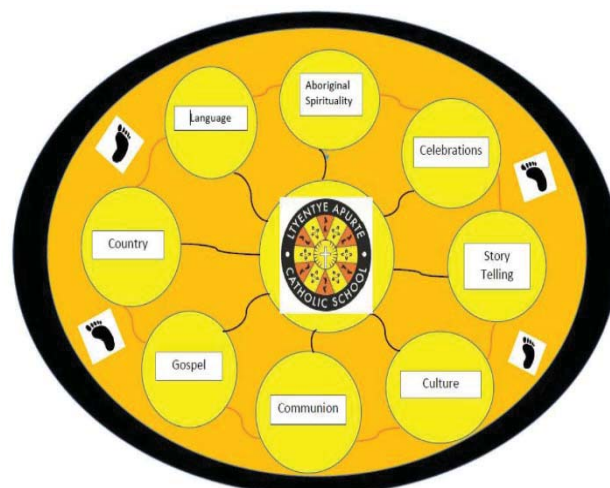
- Each ACCS community to have their version of ‘8 ways’ pedagogy: symbols, descriptions, relevance for cultural context
- The integration of culturally responsive pedagogies in teaching a unit of work i.e. Pentecost and/or Advent



- Empowering assistant teachers / local teachers to use their capacity of local knowledge and pedagogies in teaching Religious Education
- Informing non-local teachers in best practice pedagogies in the local context
- AT/APRE/REC to share and demonstrate a resource from their community in teaching a Religious education unit of work
- To develop a Religious Education ACCS Pedagogical Framework/practices for CENT
- Documentation/evidence collected to record good practice

The following table summarises the APRE/ CALT Network during 2020

Term 1 2020	<ul style="list-style-type: none"> <li>• What do the 8 ways of learning look like in your context?</li> <li>• Exploring the Passion account of Matthew through the '8 Ways of learning'</li> <li>• Learning Maps, Art, Scribing</li> </ul>
Term 2 2020 Zoom Meeting	<ul style="list-style-type: none"> <li>• A spokesperson from each community to share '1 Way' and the symbol to contextualise culturally responsive pedagogies.</li> <li>• Each community was invited to use 'the Way' in teaching &amp; learning in Easter / Pentecost units or another one and to show how you use it in the classroom ( provide an example of students work sample, video a student showing their work) to share at the Term 3 Network</li> </ul>
Term 3 2020	<ul style="list-style-type: none"> <li>• Sharing of the evidence of how each community has used their '8 ways' or collected evidence in the teaching of RE – Deb Dank provided feedback and a reflection on the process</li> <li>• Ways of Knowing, Doing and Being in Religious Education in our ACCS- input and reflections activity – With Deb Dank Via Zoom</li> </ul>
Term 4 2020	<ul style="list-style-type: none"> <li>• Belonging and Community: planning in community teams on how '8 Ways' will be used to teach the Belonging and Community in Term 1 2021</li> </ul> <p>Discussion about induction of new non-local teachers for 2021</p>



*Illustration of culturally responsive pedagogy implemented by local teacher Barbara Kurawul*     *Ltyentye Apurte Culturally Responsive Pedagogy*

## SENIOR SECONDARY RELIGIOUS EDUCATION

The flexibility of the Northern Territory Certificate of Education in relation to the teaching of SA Certificate of Education Religious Education courses enables senior students in Catholic schools to enrol in one of the following Religious Education courses:

- Religion Studies Stage 1 and Stage 2
- Integrated Learning Religious Education in Stage 1 and Stage 2
- Community Studies

Teachers of these courses were supported in developing Learning Assessment Plans submitted to SACE for approval. The Religious Education Team provided networking support for APREs in supporting their teachers in the teaching, learning and assessment of the plans.

## CERTIFICATE III IN CHRISTIAN MINISTRY

Three schools in the Diocese of Darwin continued to deliver Certificate 111 in Christian Ministry through the Institute of Faith Education in Queensland. St John's College completed its delivery of the course in Term 4 2020. St Joseph's, Katherine and Xavier College, Wurrumiyanga continue to deliver the competencies to Year 10-12 students as the Religious Education program.

In 2020, 23 students completed their Certificate III in Christian Ministry and Theology and 3 students received a Certificate of Attainment.

## FAITH FORMATION AND PROFESSIONAL DEVELOPMENT

### FAITH FORMATION AND PROFESSIONAL LEARNING

In 2020, COVID 19 provided alternative means of delivering professional learning and faith formation. Mixed-mode delivery of zoom and face to face meetings increased the participation and access for teachers in urban, rural and Aboriginal Catholic Community Schools. The Religious Education Team delivered twelve sessions (1 hour) on a variety of topics to Religious Education teachers and teachers.

The following topics were provided during 2020:

- Catholic Story,
- Godly Play,
- Made in the Image of God,
- Prayer in the Virtual World,
- Preparing Liturgies,
- Sacraments 101,
- Themes in the Old Testament,
- Advent and Art,
- Journey in Faith for the New World,
- Pedagogy in Religious Education.

Over 142 teachers participated in these learning experiences with an average of 15 teachers per session. In addition, the Religious Education Team provided in service to schools staff meetings throughout the year on the topics listed above or those requested by school leaders.

Throughout 2020 school leaders and Catholic Education Office staff were provided with the opportunity to engage in times of retreat and reflection:

- The Principals network engaged in a time of reflection and retreat in August facilitated by Mark Elliot (Marist Education) and Evelyn Chapman (Queensland Catholic Education Consultant). The theme for the two days was *The Art of Living – Things that Sustain You*.
- The Deputy Principal Network participation in their retreat titled '*Be Still and Know that I am God*' facilitated by Sr Catherine Mead RSJ and Br Daniel Hollamby FMS
- The Teaching and Learning Team and School Services Team from the Catholic Education Office had the opportunity for a reflection time facilitated by Mark Elliot and Catherine Foley (Marist Education Australia) on the theme of *Stronghold – Living and Working in the Closeness of God*.
- The Principals of Aboriginal Catholic Community Schools were invited to attend a retreat day facilitated by Campion Centre Spiritual Directors Margaret Moore RSM and Joan Jennings who gifted their time and expertise in support of our ACCS leaders during the COVID restricted living.

The integration of Catholic identity, Mission and Vision were evident in the Wellbeing network meetings with a time for reflection on the theme of *Faith, Hope and Love in a time of the pandemic*.

### **POSTGRADUATE STUDIES IN THEOLOGY/RELIGIOUS EDUCATION/ LEADERSHIP**

The CENT Study Incentive Program provided the opportunity for staff members to apply for three units of study in 2020 to include participation in summer courses offered by the Broken Bay Institute and Australian Catholic University.

Study Incentive Program funding agreements were issued to 58 applicants. To date, 23 staff members have claimed their study incentive to a total cost of \$81,390.5.

Study incentives were provided for the following courses:

- Graduate Certificate in Religious Education (13 staff members)
- Masters in Religious Education/ Leadership/ Theology (26 staff members)

- Courses in various subcategories; Mathematics, STEM, Inclusive Education (10 staff members)
- Other included studies in TESOL qualifications, Carer development and Applied Mindfulness (Wellbeing course).

The total spending on university tuition fees for 2020 was \$73,217.26. Travel and accommodation expenditure to enable staff participation in face/face courses was \$2,319.14.

The Graduate Certificate Course offered face to face in Darwin in January was attended by 6 participants. The face/face course in July was offered via a mixed-mode delivery of zoom and online learning due to COVID restrictions.

### **CATHOLIC IDENTITY DAYS**

In 2020, despite COVID 19 restrictions on gatherings, schools were able to modify the delivery of faith formation during Catholic Identity days for their school communities.

The Religious Education Team facilitated and provided resources to assist schools in the Catholic identity formation experiences.

Catholic school staff members engaged in themes such as:

- From then to Now – A local Spiritual Journey at St Joseph's Catholic College, Katherine
- Listening with the Heart at Our Lady of the Sacred Heart Thamarrurr Catholic College, Wadeye
- Our story – On an Emmaus Journey at Mother Teresa Catholic Primary School and Sacred Heart Catholic Primary School
- Courage of the Heart – Choose Life at Mackillop Catholic College
- A Way of being a Neighbour at Holy family Catholic Primary School
- Spirituality and Ecology at O'Loughlin Catholic College
- Godly Play at Holy Spirit Catholic Primary School
- Charism: A Gift for Mission at Murrupurtiyanuwu Catholic Primary School and Xavier Catholic College
- Marist Education formation at Our Lady of the Sacred Heart Catholic College, Alice Springs and Ltyentye Apurte Catholic School
- Core values, Compass points for the Meaning Journey at St Mary's Catholic Primary School
- Faith, Hope and Love at St Paul's Catholic Primary School
- Our Story and Charism at St Francis Xavier Catholic School, Daly River
- Charism; "A story to enter, a language to speak, a group to which to belong, a way to pray, a word to undertake, A face of God to see" at St John's Catholic College





## LEADERSHIP

### LEADERSHIP STANDING COMMITTEE

The focus areas for 2020 for the Leadership Standing Committee were –

- Middle Leaders Program
- Executive Leaders Program
- Leadership Framework
- Workforce Development
- Educational System Improvement Tool (ESIT)

### LEADERSHIP FRAMEWORK

At the end of 2019, the CENT Leadership Framework was in its first draft which the working group has developed a two-day session with Mick Bezzina from Bezzina Consulting.

The aim in 2020 was to continue to develop the draft by seeking input from CENT's key leadership groups: Principals, Deputy Principals, Assistant Principal Religious Education and the CEO Leadership group.

The working group met with Mick Bezzina in February 2020 to refine the draft and confirm the text being used for leadership actions. With the COVID-19 pandemic restricting the type of gatherings, the meetings with the other leadership groups during semester 1 was a mix of face to face and Zoom. the purpose of these meetings was to run professional development, outline the background to the development of the Leadership Framework and to show how it could be used for strategic planning at all levels of operation in the office or schools. Feedback was also sought from the different groups regarding the language used in the five domains and clarity around how the framework would be used.

Based on the feedback there was one final adjustment to some of the domain language in discussion with the consultant and the working group.

By early December, the penultimate version of the Leadership Framework was finalised. The working group then began looking at when to launch the document and the style of professional development needed for system employees. The introduction of the framework will assist their work, especially around strategic planning.

### LEADERSHIP PROGRAM

There are a range of leadership programs that are available to all CENT staff with a focus on leadership, growth and development. CENT has been engaged with the Brown Collective for a number of years and this continued in 2020. Two programs are delivered, the Middle Leaders Program and the Executive Leadership Program. The COVID-19 pandemic impacted the delivery of both programs. The Middle Leaders Program which is presented as two face to face sessions in March and September had to move to Zoom for the first part of the program; the second face to face session occurred in September with excellent feedback from participants. The key topics and the assignment, based on the participants' work settings are key to the success of the program, as they apply their learnings to current activities.

The Executive Leadership Program which involved travel to Brisbane to join a national group had a number of cancellations due to COVID-19 outbreaks. The initial modules were then delivered online; however, with the ongoing uncertainty as to when the full group could gather, it was decided to postpone the face to face module until term 1, 2021. The online work that was done around modules 1 and 2 was highly rated by the participants; however, the face to face nature of the program and the interaction with other interstate participants is a key aspect of the leadership program and what the participants will be looking forward to in 2021.

Another component of the CENT Leadership Program offerings are the Graduate and Master's programs offered through the Broken Bay Institute (BBI) and Australian Catholic University (ACU). Staff are supported through the system's Study Incentive Program (SIP) with the focus on the following areas –

- Leadership and Theology
- Education Leadership
- Religious Education
- Special Needs Education
- STEM Education

There were 50 staff supported by the program this year with the majority of the participants completing two units.

## **EDUCATIONAL SYSTEM IMPROVEMENT TOOL (ESIT)**

The CENT Executive, in consultation with the Principals' Executive, engaged with Australian Council Education Research (ACER) to use their tool to conduct a review of the current system activity against the six domains –

- Clarity of Vision and Purpose
- Enabling Effective Leadership
- Data and Informal Policy and Evidence
- Quality Teaching
- Collaborative Networks and Partnerships
- Targeted Use of Resources

The ACER assessors conducted two days of professional development on the ESIT tool for the Director and the two Deputy Directors, before facilitating the all-day system review for over 60 participants. The sporadic COVID-19 lockdowns interstate made it difficult to book travel for the assessors. After two cancellations, the professional development was done via Zoom in August, giving the three participants a clear understanding of the tool, the purpose, process and the type of data that would be gathered from the activity.

A date was set for ACER to facilitate ESIT delivery for 65 participants in November. CENT Leadership, Principals, Deputy Principals, Assistant Principal Religious Education, Curriculum Coordinators and staff from CEO representing a variety of department areas participated in the day.



Before the review day, all participants watched a professional development video on the tool to understand the domains, language, process and the role of data in making decisions on the system's current performance.

ACER ran the review program on the day supported by the Director and two Deputy Directors who had training earlier. There was excellent discussion throughout the process with a wealth of data gathered by the input from the groups.

## REVIEW OF CATHOLIC EDUCATION COUNCIL

In discussion with Bishop Charles Gauci, it was agreed that the Catholic Education Council governance, structure and operation should be reviewed. The last review of the constitution and standing committee Terms of Reference occurred in 2017.

The Director approached Greg Crafter who was retiring from his role as Chair of the National Catholic Education Committee (NCEC) to do this work. Greg Crafter, the Director and the Bishop discussed the purpose of the review and determined the following three questions that would be the focus of the review:

- What are the objectives of the Catholic Education Council?
- Are they being met?
- What should the representation on council look like, to achieve these objectives?

Due to COVID-19 lockdowns, Greg Crafter was unable to travel to Darwin in 2020 to meet the council and other key personnel. However, letters were sent to Principals, School Board Members, Standing Committee Members and the Council asking for responses to the three focus questions, or a direct conversation with Greg Crafter.

The aim is to finalise the review at the end of semester 1, 2021. Greg Crafter will travel to Darwin in term 1 to meet with council members and then present a draft report for comment. Based on this last interaction, a final report will be presented to the Bishop and Director.

## PROJECTS AND AGREEMENTS (P&A)

CENT's Senior Contract Officer continued to support activity being undertaken throughout CENT during 2020. This included assisting in mapping activity and projects to broader strategic and management objectives whilst still complying with funding objectives and reporting, as well as informing financial budgets.

Support was provided to various staff within CENT office and school leadership to assist in –

- Developing sound understanding of good contract governance
- Alignment of project objectives with funding contract objectives
- Documenting agreements to accurately capture the intent, obligations and appropriate governing terms and conditions of all parties.

The focus of support was on good governance, due diligence and providing advice on best practices in contract negotiation, drafting and management as well as project planning and management.



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

- Contractor Services Agreement
- CEO Consultancy Service Agreement
- Construction Works (small project) Agreement
- Schools Memorandum of Understanding
- Non-Disclosure Agreement

Building relationships with contract managers with Australian and Northern Territory Governments and other key suppliers is crucial to effectively manage key contractual arrangements. Positive relationships with our funding providers and suppliers assist CENT in the successful management of various programs.

Some key initiatives P&A has supported CENT Leadership with during the year are –

- **St John's Catholic College Boarding Support** – Completion of an Application for Indigenous Advancement Strategy Funding and subsequent negotiation and management of the Contractual arrangement with National Indigenous Australians Agency.
- **St Joseph's Catholic Flexible Learning Centre** – Review, discernment, contractual drafting and negotiation of the Memorandum of Understanding renewal with Edmund Rice Education Australia (EREA), as well as a new Service Agreement between CENT and EREA to support Inclusion Support Services.
- **Shared Facilities Zuccoli Primary School and Mother Teresa Catholic Primary School** – Contractual advice, drafting, discernment and negotiation of draft Joint Use Agreement and documenting the interim use arrangement between CENT and NT Department of Education for the use of the Shared Facilities at Zuccoli.
- **Charles Darwin University, Growing Our Own** – Contract management advice and reporting management, seeking clarifications regarding closure activities as this 10-year project closed.
- **ACCS Cabling Upgrade** – Researched and procured appropriate Australian Standards Contract, provided support to IT Department and worked with successful Cabling Tenderer to populate the Contract in accordance with the Request for Tender response.
- **Building Better Schools** – Liaised with Schools and Northern Territory Government to ensure proposals were submitted, project agreements were drafted and signed and all contractual and reporting obligations and acquittals were undertaken.

## SCHOOL NUTRITION PROGRAM

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

The SNP Program Manager manages and co-ordinates the delivery of the School Nutrition Program, providing support to all Aboriginal Community Catholic Schools (ACCS) to facilitate delivery, activity reporting, advice on the management of parental contributions, training opportunities and liaison with NT Health Nutritionists for menu reviews. This extends to the provision of periodic financial reporting to Principals and general project management support to the ACCS employees involved in the delivery of the program.

The program manager is also responsible for engaging and liaising with the NIAA Grant Management team including reporting on activity and compliance, notification of issues and discussion of any operational concerns regarding the program.

The program is delivered at the following schools –

- 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)

Schools employ a School Nutrition Program (SNP) Co-ordinator who is responsible for menu planning, meal selection and preparation in accordance with the NT Department of Education School Nutrition and Healthy Eating Policy and Guidelines. During the year the SNP delivered a combined total of 204,075 meals to students and worked with the Department of Health Nutritionists to determine the best menu options.



## TEACHING AND LEARNING

The CENT Teaching and Learning Team vision is to serve and support Catholic schools and communities in the provision of a high quality, holistic and inclusive Catholic Education.

Strategic priorities for CENT Teaching and Learning were informed by feedback from schools via the 2019 Teaching and Learning school survey, student data, identified school improvement priorities and local and national priorities. Team leaders consulted with school leadership teams in the development of school Service Agreements to guide the work of Teaching and Learning and support the needs of each school.

Professional Learning priorities in 2020 included –

- CENT Orientation
- Cultural induction
- Teaching and Learning Vision and Mission Formation Day with Mark Elliot
- HALT Accreditation Information and Implementation sessions
- GradeXpert
- Beginning Teachers' Orientation
- Employment Pathways Network Planning Forums
- Middle Leaders Program - The Brown Collective
- Careers Network Meetings
- Instructional Coaching Phases 1 and 2
- Age Appropriate Pedagogies
- Cultural Awareness Program
- Curriculum and Data-Informed Network Meetings
- Combined Early Years Network Meetings
- NT EALD Progressions

Members from the Teaching and Learning team were also involved in the review and updates to key position papers and policies related to Teaching and Learning which included the following –

- Development of Systemic Data Schedule
- Development of Draft Learning and Wellbeing Schedule

Education Officers worked collaboratively with schools providing high level, strategic support for identified systemic and school priorities.

### CENT LONGITUDINAL NAPLAN DATA

NAPLAN 2020 test was originally scheduled from 12 – 22 May however was cancelled by Education Ministers due to the Covid-19 pandemic. National Cabinet considered the advice of chief health and medical officers and the possible impact of the Covid-19 virus on the delivery of NAPLAN testing. This included the potential impact on the operation of centralised marking centres and the subsequent implications for nationally comparable data if an insufficient number of students were available to do the test.



## **ABORIGINAL EDUCATION**

Staff and leaders from Aboriginal Catholic Community Schools continued working collaboratively at network meetings and in online forums with the support of CENT Aboriginal Education Officer Debra Dank to develop culturally responsive pedagogical frameworks based on Yunkaporta's research.

Schools were also supported in the work of AIEWs in the development and delivery of Cultural Education programs community-specific and delivered as required. Work to embed Aboriginal perspectives across the curriculum including within Religious Education, EAL/D and STEM continued with all schools.

## **DATA-INFORMED PRACTICE PROJECT**

Further funding of 0.1FTE per school was secured in 2020 to support schools with embedding Data-Informed Processes and Practices. Key Performance Indicators based on the ACER School Improvement Tool were developed to monitor and track the school's progress.

One Education Officer was responsible for coordinating data analytics across the system so that the strategic direction of CENT in Teaching and Learning continues to be informed by this data.

2020 was the first year of the post-system wide funding of the Data-Informed Practice Project. Workshops were provided for school leaders to explore options and structures for embedding Data informed practice in schools. Some schools decided to retain the DIP post as separate from the Curriculum Coordinator role whilst others combined them.

As a response to requests from schools for direction from CENT about curriculum documentation and the recommended data sets that schools require to enable them to create bespoke learning experiences for each student in each class a provisional CENT system data schedule was developed in 2020 for trial in 2021. This document was the result of extensive consultation with schools and represents only system-wide data collection. Currently, schools collect a range of student educational achievement data stored on GradeXpert or SEQTa. The data schedule was developed to promote a systematic approach to the collection and use of data including consistency with timing and data collection across schools. Data-informed meetings will remain a focus in 2021 and will be supported by a "Using and Interpreting Data guide for schools", which will also be the basis for PLC work around upskilling school staff.

2020 Network Meetings were held in Week 8/9 of each Term (instead of Week 3) to help facilitate communication between Principals and Deputy Principals at the school level. The aim is to improve communication between members of schools' executive teams and ensure consistency of messaging.

There is evidence that schools are becoming more adept at collecting and uploading data to GradeXpert and for Student Reporting. Ongoing support for schools has continued to assist with the manipulation and analysis of the data captured to inform ongoing practice. At the end of 2020 Principals and Curriculum/DIP Coordinators presented an action research project on how they approached the embedding of Data-Informed Practice in their school.

ACER National School Improvement Tool (NSIT) was used to support schools progress and self-reflection in the area of data-informed practices. Systemic priorities using the NSIT included a whole school focus on the analysis and discussion of data, differentiated teaching and learning and effective pedagogical practices.

## EARLY YEARS AND SCHOOL EDUCATION AND CARE

Focus in 2020 shifted from quality and consistent practices to maintaining and sustaining service operations due to the global pandemic of Covid-19. This involved weekly communications with NT Department of Education (DoE) and Quality Education and Care NT (QECNT) known as Early Childhood Education and Care Sector meetings which relayed up to date information and communication on pandemic plans, health and safety of children in care, staffing as well as the Federal relief packages available to help services maintain viability. The Child Care Subsidy (CCS) was put on hold for a period of time which impacted services, and time was spent navigating through this period to ensure financial viability and service availability for all children and families as needed.

Our CENT Education and Care vision remains the provision of high quality and consistent practices, developing systemic procedures and policies, upskilling leaders and for all services to be Meeting or Exceeding National Quality Standards. The strategic focus in 2020 was to build the capacity of leaders in roles of management and operations. This included critical reflection to ensure quality and consistency with practices and upskilling all staff to support continuity, sustainability and promote quality practices.

At the beginning of 2020, Early Years' had the pleasure of having Sister Nuria Miro to support the early years Teaching and Learning journey. Sister Nuria provided insight and professional development opportunities with documentation, spirituality in the early years, multiple intelligences and opportunities for services to immerse in Godly Play. Sister Nuria also visited services to support changes and the development of learning spaces and the leadership of staff. Educators and leaders have been supported through networks in developing quality practices and documentation of each child's learning to demonstrate growth.



Assessment and Rating visits were suspended in 2020 due to Covid-19. Murrupurtiyanuwu Catholic Preschool and Sacred Heart Outside School Hours Care continued with their partial reassessments during the year by providing evidence to support a revised rating. Both services are now Meeting National Quality Standard. St Francis Xavier Preschool is currently still under review due to the small number of enrolments.

8 CENT services will be rated and assessed during 2021, highlighted below.

**SERVICE RATINGS AS OF DECEMBER 2020:**

Service	Maximum number of children	Rating as per Assessment and Rating	Date
Holy Family ELC	45	Meeting	11/12/2018
Holy Family OSHC	60	Working Towards	18/05/2018
Holy Spirit COL	45	Meeting	11/07/2017
Holy Spirit OSHC	100	Meeting	15/11/2017
Sacred Heart ELC	44	Meeting	25/01/2017
Sacred Heart OSHC	120	Meeting	02/07/2020
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	Meeting	29/04/2019
St Francis of Assisi OSHC	50	Meeting	05/09/2017
St Joseph's ELC	44	Meeting	16/10/2019
St Joseph's OSHC	30	Meeting	27/07/2018
Ltyentye Apurte Preschool	53	Meeting	19/09/2019
Murrupurtiyanuwu Preschool	38	Meeting	28/09/2020
OLSH Thamarrurr Preschool	84	Meeting	15/05/2019
Mother Teresa's ELC	55	Meeting	09/01/2019
Mother Teresa's OSHC	48	Meeting	09/01/2019
St Francis Xavier Preschool**	18		

\*\*Green box means it under scope with QECNT therefore it's not assessed and rated.

The 'Developing Early Years Leaders' program targeting early years' leaders and coordinators was offered again in 2020. Facilitator and program designer, Ann Sexton, ran the program over two days in March but due to Covid-19 was not able to continue the program in September. The 2-day program focused on the following areas –

- Development of leadership skills
- Effective leadership
- Managing people
- Team building and effective communication
- Understanding personality traits
- Emotional intelligence

The program will continue to be offered in 2021 to new, emerging and current leaders to support CENT Strategic priorities within Quality Area 7 Governance and Leadership.



The network meetings have been well supported with high participation over the year. There is evidence of growth in areas of leadership, management and operational aspects and the development of a positive collaborative culture within the Early Years professional learning community. Network meetings have been conducted face to face and via zoom providing opportunities to upskill staff not only in leadership and management but also in developing skills in pedagogy, quality practices and in participating in Little Scientists STEM workshops at the Catholic Education Office, facilitated by Belinda Houtt (DoE). Early Childhood Australia (ECA) and the DoE have continued their support with our networks during the year. Staff have also embraced webinar opportunities conducted by ECA, Child Australia and DoE.



Learning environments are improving overall within services as a result of the opportunities provided for staff to share their knowledge, experience and to virtually visit other services within our network. This collaboration has inspired and reinvigorated educators to critically reflect on their own learning spaces and practices in order to engage children. Two zoom network meetings were conducted in Term 2 and Term 3 catering for remote and urban educators. This opportunity allowed each service to discuss and listen to what works well at each service and to apply new ideas in their own context. These sessions enhanced professional dialogue within our learning community with all staff contributing and critically reflecting on their own program and management.



OSHC Coordinators participated in networks which included sharing programming with other services and engaging with an OSHC service that has achieved a Meeting National Quality Standard. This included workshops on current plans, programs, learning stories and critical reflection templates to assist other OSHC services. These opportunities were valued, shared and ideas implemented into services.

Data gathered from the Assessment of Student Competencies continues to inform programming. This information is ongoing and collected at the end of week 6 each term to identify gaps in student

learning in both remote and urban settings and maintained during 2020. Currently, some staff report the data to Grade Expert, however not every service is using this for reporting. the information is gathered and presented at a system level. ASC data has been a focus at network meetings to ensure it is evident within educational programs and is used to inform programming and reflect skill development and achievement for all children.

Monitoring inspections by Quality Education and Care (QECNT) were put on hold due to COVID\_19. St Joseph's was the only monitoring inspection held during 2020 and they were compliant. All services were compliant in the previous year with the main compliance issues being maintenance and cleaning. The remote communities will continue to have monitoring inspections with program documentation, health and safety and staffing records as the main areas of focus.



Age Appropriate Pedagogy is shaping teaching and learning in the early years of schooling and supports teachers to apply a range and balance of teaching approaches and characteristics into their classroom practice. Age Appropriate Pedagogy is learner-centred, involves the scaffolding of learning and active engagement of children in their learning similar to the Early Learning Centres

and Preschools, therefore bridging the gap between early years settings and Transition classrooms.

The Early Years Education Officer continued to be a member of the Early Childhood Education and Care Awards Committee as part of the KSAG (Key Stakeholder Advisory Group) and maintained relationships with other key organisations such as DoE, Early Childhood Australia, Child Australia and Industry Skills Australia. Two of the KSAG meetings in 2020 were face to face and others were conducted via Microsoft Teams. Meetings in 2020 continue to discuss workforce recruitment issues in relation to qualified staff and maintaining the number of staff required by National Regulations. Meetings discussed the vision of KSAG as well as advocating for the importance of education and care in the Northern Territory.

The Early Years Standing Committee were involved in reviewing the Terms of Reference and Position Papers for Early Years and OSHC and the Continuity of Learning Policy and Procedure as well as creating the CENT Safe Transportation Policy and Procedure. Fees Circular updates were revised along with the proposed changes to the Business Plans.

One Governance and Leadership Meeting was held towards the end of the year where Assistant Directors and OSHC Coordinators reviewed the Business Plans and Tech One changes. The purpose of these meetings is to develop systemic consistency across CENT services; promoting good governance and viable/profitable services.

DoE, Quality Education and Care and Early Childhood Australia provided ongoing support and clear communication to enable services to be sustained over the year. Services still managed to undertake improvements in physical spaces due to the Long Day Care Upgrade Grants as well as adhering to the COVID\_19 cleaning requirements with extra Federal funding and the Toy and Equipment Grants.

Celebrations for the year have been the growth in leadership and resilience of not only the Assistant Directors and OSHC Coordinators but all educators. All services still continued their focus on improvement and quality and consistent practices to ensure they are 'Meeting' National Quality Standards, no matter what the circumstance. Facilitation of communication and collaboration between all staff within the network remained a priority during the year to ensure ongoing support with programs, health and safety, funding (grants and Child Care Subsidy - CCS), staffing and Governance and Leadership.

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

CENT provided ongoing leadership and support to staff and EAL/D learners in ACCS, regional and urban schools. The EAL/D Education Officer provided EAL/D support and professional learning at schools when requested that helped to achieve goals identified in Annual Improvement Plans. In addition, EAL/D professional learning and support was provided to networks across the system including curriculum coordinators, data-informed practitioners, beginning teachers and at CENT Orientation.



Professional learning in 2020 included EAL/D monitoring and assessment using the NT EAL/D Learning Progressions and pedagogy. EAL/D support also included in-school observations, advice on curriculum, reporting, assessing, pedagogy and resources.

Due to Covid-19, there were changes to the way that EAL/D professional learning and support were provided throughout 2020. EAL/D support continued but through the use of Zoom, Skype and phone when required.

## **INSTRUCTIONAL COACHING**

A Systemic Approach to Instructional Coaching continued in 2020 with the inclusion of Phase 2 schools to the Instructional Coaching Project. This project is a staged implementation project with 0.2 funding allocated to schools over two years for the appointment of an Instructional Coach and additional funds to release classroom teachers. Year 1 (2019) involved 7 schools implementing Instructional Coaching followed by a further 6 schools in 2020. The remaining schools join the project in 2021. Due to the COVID 19 restrictions, Trish Gooch Coaching was unable to present Term 2 and 3 Instructional Coaching professional learning Face to Face. Participants also faced several restrictions, so presentations were delivered via Zoom with all participants in one space. This face to face allowed for interaction between the schools, essential in developing relationships within the network and providing opportunities for colleagues to dialogue with others about challenges and successes. Key performance indicators for Schools involved in the project included completion of surveys, professional reading, and delivery of school-based workshops and the instructional Playbook with high impact teaching strategies, development of Coaching Policy and Role Description.

Five schools from Phase 1 presented their School's Instructional Coaching journey to Principals in the Term 4 network meeting which included a review of the year and the achievements.

## **MIDDLE YEARS PEDAGOGY**

2020 was a year of both unprecedented challenge and great opportunity in the middle years' stage of education at Catholic Education Northern Territory. Covid-19 saw the NAPLAN tests postponed and schools requiring reactive support in preparing for the possibility of remote learning. Running parallel to these considerations were both the systemic and school-based goals. Despite the circumstances, a great deal was achieved to address both the strategic and reactionary needs of both schools and the system.

Achievement in writing has been a high agenda focus for our system for several years. To this end, intensive review and research were conducted from the outset of 2020. As the global and national situation rapidly changed, and the NAPLAN tests were postponed, we were faced with a situation where a primary source of achievement data became unavailable. Due to the considered and strategic development of the systemic assessment plan (implemented in the preceding three years) we were confident that evidence existed in the areas of numeracy and comprehension. A gap existed in the area of writing which we proactively addressed in alignment with our earlier research.

Schools across the system participated in both the ACER eWrite assessment and a systemic-wide standardised writing assessment. The latter involved extensive marker training for educators across the system. In the middle years, we gathered writing samples from over 1500 students and

have used this data to inform strategic instruction in 2021. There is a high degree of confidence that this approach will prove effective when we analyse the incoming data and growth in this area is expected.

Many of our schools also began to develop innovative strategies for addressing the needs of the 21<sup>st</sup> Century learner. The trend towards carefully crafted Inquiry learning increased as schools began considering how to reorganise the learning areas in the curriculum to better meet the needs of students in the middle years. A driving force behind this is the research that indicates that deep and authentic learning occurs when content is framed in an authentic, integrated and collaboratively designed program of learning. This occurred primarily in the lower years of the middle years, however, some of our secondary schools also began to explore how to utilise this approach to offer an innovative pedagogical model for older middle year students.

Progress and growth have been made across the middle years at CENT. Challenges were met with creativity and a renewed focus on child-centred learning was evident more than ever.

## **NUMERACY AND MATHEMATICS**

Catholic Education Northern Territory provided schools with targeted support to enhance their capacity to ensure improvement in student learning in Mathematics. A major focus for 2020 was to develop, strengthen and support schools with a 'whole school' numeracy approach. Evidence-based approaches of mathematical programs were implemented to suit individual schools that best suited each of the schools and most importantly their students. Particular focus was on effective teaching and learning strategies, including explicit teaching of essential maths skills, fostering a deep understanding of mathematical concepts through experimenting first-hand with physical objects in the environment and having concrete experiences before learning abstract mathematical concepts. Along with implementing a 'whole school' approach to assessment and monitoring of student progress.

Schools were encouraged to revise, refresh and update policies and planning documents to support meaningful learning. Education Officers provided assistance and guidance while working 'shoulder to shoulder' with leaders and teachers. Many schools worked on developing a Mathematical Scope and Sequence for the year/s, to provide a systematic sequence for learning experiences to support and extend students learning at various levels of development.

Due to Covid-19 education changed dramatically with a rise of e-learning, whereby teaching was undertaken remotely and through digital platforms therefore many schools needed online guidance, training and support for this change to occur. The Catholic Education Frog platform was updated and revitalised to include essential numeracy resources for schools to help assist students and teachers with online learning. Zoom meetings were provided to ensure all schools were supported while in isolation through the pandemic. Along with a variety of other platforms to ensure schools and teachers were being supported.

Teachers were supported and upskilled to provide high-quality learning opportunities for all students in mathematics. To support schools through this process a variety of numeracy lessons were modelled for various teachers at different year levels and ideas and guidance was delivered in a non-threatening way. The lessons are intended to provide food for thought and conversation

starters on what constitutes effective mathematics teaching and learning. Lessons included creating good structures, the role of explicit teaching, improving group work skills, reflection, and engaging students to make the teaching and learning experience more enjoyable for all learners. Particular emphasis was on highlighting the Australian Professional Standards for Teachers Standard 2: Know the content and how to teach it. Teachers were supported with using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs, in developing their mathematics pedagogy. Support was provided for local staff and Teacher Assistants to improve and upskill their mathematical knowledge and awareness through training and using manipulatives in 2020. The use of hands-on concrete materials was a strong element of the numeracy sessions as manipulatives allow students to construct their cognitive models for abstract mathematical ideas, and to develop a student's understanding of a concept, which supports learners to build their ways of 'doing' mathematics. There was a clear emphasis on working with local staff to effectively and collaboratively engage students and increase both interest in and enjoyment of mathematics, particularly in the remote schools.

CENT also worked on building the capacity of school leaders and teachers to effectively interpret and monitor school data in mathematics. Schools were encouraged to use evidence-based approaches to assessment to guide learning and inform their teaching, and to help students to take greater responsibility for their learning and growth.

In collaboration with Lisa LeGros (Education Officer Early Years) and Belinda Hoult (DoE Early Years), teachers and leaders were supported to build strong professional learning communities, to effectively implement Age Appropriate Pedagogies and to help strengthen their understanding of this pedagogical approach. Guidance and support were offered to teachers and leaders to apply a range and balance of teaching approaches and characteristics of quality teaching in their classroom practice. Education Officers worked closely with Early Year teachers along with early primary teachers and focused on a balanced use of pedagogical approaches to enhance the teaching and learning of numeracy in the early years.

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

In STEM and Digital technologies this year, there were several incentives offered by external providers that CENT Schools engaged with.

### **POWER AND WATER**

Power and Water offered and ran STEM units on both 'Living Water Smart' and 'Where's My Water!' Ltyentye Apurte Catholic School's engagement in the project has become a flagship for Power and Water and their video has been used to drive momentum in remote schools and promote engagement from other schools. More units across a greater range of year levels and contexts are being offered in 2021.

### **QUESTACON**

QUESTACON came to Darwin and ran a program called Engineering is Elementary, and several urban schools took the opportunity to send staff to the workshops.



## **FIRST LEGO LEAGUE**

First Lego League this year involved three of our schools in an online event which created new challenges for the participants. Results of 2020 NT Regional FIRST Lego League online event –

- Overall Championship Team – **Beehive** – MacKillop Catholic College, Palmerston. Coach Vanaja Arakkal.
- Core Values Award – Team from Sacred Heart Catholic Primary School. Coach Kiki Troumouliaris.

## **DTIF PROJECT**

ACARA funding for the Digital Technologies in Focus project (DTiF) ended at the end of 2020. Sacred Heart CPS and St Francis of Assisi CPS were involved in the project from the beginning which focused on building teacher capacity, confidence and ability in engaging with and implementing the Digital Technologies curriculum. These schools are now leaders in this field; providing support to other schools in this growing curriculum area.

## **CSER LENDING LIBRARY**

The CSER Lending Library has had several schools loan items for teaching Digital Technologies. Funding for the continuation of the library is currently under review. Sue Carter from the Department of Education has been instrumental in helping CENT schools in gaining access to this excellent resource.

## **BIG DAY IN**

This year the BiG Day In was also an online event. At least for the presenters. Our schools were well represented at the forum, which is about understanding careers in the ICT industry. There was a good selection of speakers, from Adobe and Microsoft to local business people who had started their own very successful businesses in IT/ICT in Darwin.

## **FROM THE CENT OFFICE**

### **COSPACES**

Many schools have purchased licences to **CoSpaces**. CoSpaces is a way of creating a variety of scenes in VR, AR and the Merge Cube. Students have learnt to manipulate a 3D environment while having to learn code simultaneously. The online platform has been used by students to produce assessments across a range of curriculum areas showing the unlimited possibilities of integrating technologies across all areas.

### **SCRATCH AND SCRATCH JR.**

Coding platforms such as SCRATCH and SCRATCH Jr have been used in several schools. Teachers have demonstrated their skills in adapting assessments across curriculum areas and having students engage with SCRATCH to create assessment pieces.

## **INQUIRY LEARNING**

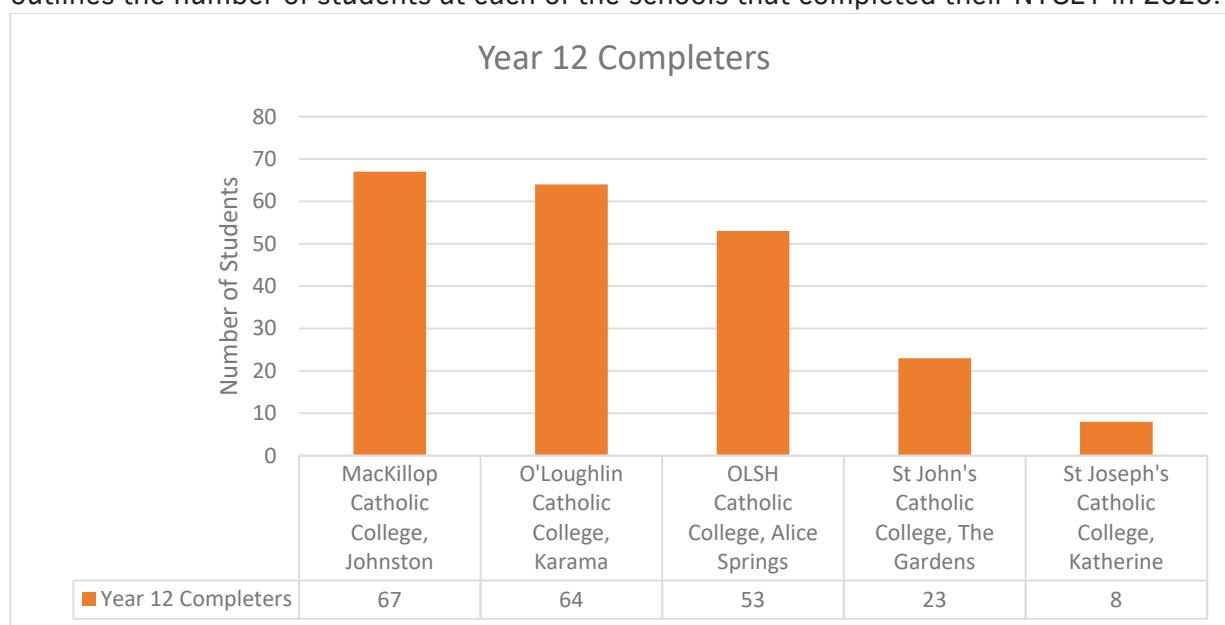
Inquiry Learning is a focus for several CENT schools and this approach fits well with the STEM approach. The roadmap to the successful execution of being an inquiry school is a long one with multiple areas of change required and small, but bold steps required to be taken.

## RESOURCES

CENT has 10 sets of LEGO WeDo 2s and 10 sets of LEGO EV3s. These have been out in schools for the majority of 2020 and a number used in the First Lego League competition. Micro:bit kits have also been purchased for schools to use in limited numbers.

## SENIOR YEARS

CENT continued supporting schools with Year 12 students throughout 2020. The table below outlines the number of students at each of the schools that completed their NTCET in 2020.



## TOP ATAR IN CENT URBAN SCHOOLS

School	ATAR Score
O'Loughlin Catholic College, Karama	97.40
Our Lady of the Sacred Heart Catholic College, Alice Springs	97.85
MacKillop Catholic College, Johnston	93.20
St John's Catholic College, The Gardens	96.55
St Joseph's Catholic College, Katherine	70.25

## MEDIAN ATAR

School	ATAR Score
O'Loughlin Catholic College, Karama	65.80
Our Lady of the Sacred Heart Catholic College, Alice Springs	67.20
MacKillop Catholic College, Johnston	60.10
St John's Catholic College, The Gardens	45.45
St Joseph's Catholic College, Katherine	60.75

**OTHER ATAR STATISTICS**

School	No of ATARs	90 and above	80 and above	70 and above	60 and above	50 and above	Below 50	Mean
O'Loughlin Catholic College, Karama	26	1 (3.8%)	4 (15.4%)	11 (42.3%)	14 (53.8%)	16 (61.5%)	10 (38.5%)	60.88
Our Lady of the Sacred Heart Catholic College, Alice Springs	43	4 (9.3%)	11 (25.5%)	14 (32.6%)	29 (67.4%)	36 (83.7%)	7 (16.3%)	67.42
MacKillop Catholic College Johnston	36	2 (5.6%)	7 (19.4%)	11 (30.6%)	18 (50%)	23 (63.9%)	13 (36.1%)	59.38
St John's Catholic College The Gardens	21	1 (4.8%)	2 (9.5%)	3 (14.3%)	5 (23.8%)	7 (33.3%)	14 (66.6%)	49.08
St Joseph's Catholic College Katherine	3	-	-	-	-	-	-	58.10

**DEPARTMENT OF TREASURY AND FINANCE MATHEMATICS AWARD**

Kassie Bush	Good Shepherd Lutheran College
Madalena Matarazzo	St John's Catholic College

**NORTHERN TERRITORY BOARD OF STUDIES 2020 YEAR 11 VOCATIONAL EDUCATION AND TRAINING AWARD**

Kirsten Bainbridge	Our Lady of the Sacred Heart Catholic College
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**CERTIFICATES OF MERIT**

Emily Kerwin	O'Loughlin Catholic College	Health, Recreation and the Community
Chiara Antonelli	Our Lady of the Sacred Heart Catholic College	Modern History



## ROTARY CLUB OF DARWIN HUGH BRADLEY AWARD FOR LEGAL STUDIES

Tara Innes	O'Loughlin Catholic College
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## TOP TWENTY NTCET STUDENTS

Jack Van Der Geest Hester	Our Lady of the Sacred Heart Catholic College
Shawn Bett	Our Lady of the Sacred Heart Catholic College
Tara Innes	O'Loughlin Catholic College

## VOCATIONAL EDUCATION AND TRAINING (VET)

2020 was another fantastic year for VET with over 55 different courses on offer for our Northern Territory students. Our students were able to access and attend VET courses outside of school through various Registered Training Organisations, the main provider was Charles Darwin University. In addition to students attending VET courses outside school, CENT also had trainers both at schools and at the CEO, delivering courses that included Applied Languages, Construction Pathways, Health and Community Services, First Aid and Hospitality. This model of delivery has higher completion rates and allows for a stronger relationship between the trainer and students, particularly in ACCS.

Again our students excelled in the VET awards, both the Board of Studies awards and the NT Training Awards.

Northern Territory Board of Studies Year 11 and Year 12 Vocational Education and Training award winners were from Our Lady of the Sacred Heart Catholic College.

The VET Year 11 winner: **Miss Kirsten Bainbridge**

The VET Year 12 winner: **Miss Chloe Sutton**

NT Training Awards runner up for VET in schools student of the year was **Declan Spethman** from MacKillop Catholic College.

During the year several reports were released from the National Youth Commission and the Education Council. Recommendations from these reports strongly support VET in our schools with a focus on industry engagement, better funding models, and ensuring VET delivered in schools is of high quality. In addition, there is a move into micro-credentialing which will provide smaller, more specific blocks of training and is being used to respond to the changing workforce needs.

The workforce is undergoing disruption due to technology and the impacts of COVID. A focus on skills is becoming apparent as routine and manual tasks are being replaced by more complex activities. A National Skills Commission and Skills Organisations has been set up to ensure VET students have the skills to take on emerging jobs. Skills required in jobs such as creative thinking, problem-solving and personal interaction are all present in vocational training.

## CAREERS

Careers and VET have been in the spotlight in 2020 with reports advocating for current and clear information about work and learning pathways. The National Youth Commission has recommended careers education and counselling is formalised in our schools to enable students to have meaningful and current information. CENT has supported this with career coordinators in all our secondary colleges to assist our students to successfully pathway from school.

The National Careers Institute was established in 2020 to ensure people have access to authoritative and accurate careers information and support irrespective of their age or career stage. This website is very comprehensive with clear and easy to follow links.

Recommendations from the Looking to the Future Report focused on the importance of skills, knowledge and experience, in addition to career education with explicit pathway discussions for all students in senior years of schooling. Although this report was mainly about students in the senior years and beyond, it also highlighted the relevance of career exploration in primary years of schooling.

CENT Careers Network meeting was disrupted this year due to travel restrictions but still managed to have one face to face meeting in September which included a focus on the National Career Education Strategy and had a range of guest speakers.

### **CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY (COMPASS)**

Compass has been developed by the Institute of Faith Education (IFE) as an opportunity for senior secondary students to reflect on their own beliefs and ethics and to learn more about Catholic spirituality, beliefs and ethics.

Compass has continued to offer our students a rigorous program in regards to Theology and Faith, with students working through four modules over years 10 to 12. This course comprises 8 competencies that focus on faith, ethics and identity, two other competencies focus explicitly on 21st-century skills. These are competencies that develop the student's capacity to collaborate effectively with others and to think critically. Each of the 4 modules concludes with a practical project where students are asked to work in teams to identify and solve an issue or complete an activity.

During 2020 three schools undertook the course: Xavier College, St Joseph's College and St Johns with a total of 45 students enrolled. 28 students completed the certificate and a further 3 partially completed and received a statement of attainment.

### **INCLUSION SUPPORT SERVICES**

Inclusion Support Services (ISS) continued to identify and support students with inclusion needs across all Catholic schools in the Northern Territory. The Team consisted of CEO based Inclusion Advisors, a Speech Pathologist, Occupational Therapist, two School Psychologists, a Senior Advisor, Senior Psychologist and Team Leader, as well as school-based Inclusion Support Coordinators, Inclusion Support Practitioners and Inclusion Support Assistants. Inclusion Support's effectiveness was reflected in maintaining a cohort of identified students with inclusion needs, funding and subsequent human and physical resources in all schools to meet the students' needs.

The software platform *Inspire: Learning with Diversity* continues to be used consistently and embedded across the system and in all schools. In 2020 the software was purchased by the NT Independent and Christian schools to support their Inclusion reporting practices.

This nationally recognised platform ensures quality assurance, moderation and compliance with the National Consistent Collection of Data on School Students with Disability (NCCD). Key staff from the Catholic Education Office and the schools under the leadership of the CENT NCCD Support Officer continued to liaise with IT Department and software providers to support the ongoing development of the software. The inclusion team provided regular training and support for School-Based Inclusion Support Coordinators and Practitioners focused on upskilling staff and ensuring compliance and consistency with all NCCD processes.

Resources and information were updated on the CENT Learning Platform providing teachers and parents with access to current specialised information in psychology, occupational therapy, speech pathology and remediation.

Innovative Inclusion related projects funded by CENT were implemented by multiple schools including the building of an undercover walkway between buildings to accommodate a student in a wheelchair at O'Loughlin Catholic College, planning for a Break-away/ Sensory Room with a wet area at St Paul's Catholic Primary School and the installation of seating and shade cloths for Inclusion students at MacKillop Catholic College. A key priority for the Inclusion Team has been the promotion, education and use of Sound Field Systems within classrooms and across the system.

ISS surplus funds were extended into 2021 to support the continued employment of Inclusion Support Practitioners (ISP) in schools. The primary role of the ISP was to build the capacity of ISA's and teachers working directly with students with Inclusion Needs in classrooms.

A varied model of ascertainment was trialled in 2019 and continued in 2020 where the Inclusion Support Coordinator from each school actively participated in the ascertainment process either in person or via Zoom. This process has promoted increased accountability from schools and has helped to build the capacity and understanding of staff about the NCCD funding process and national requirements for disability funding.

Inclusion Support Advisors commenced training in the use and administration of the WIAT to support school and CENT clinicians in student diagnosis and reporting and the identification of effective classroom strategies. Advisors were also involved in –

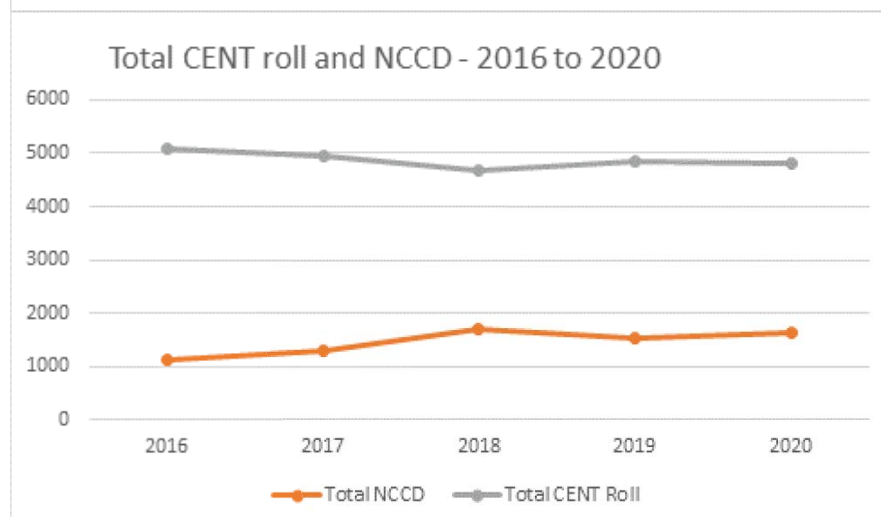
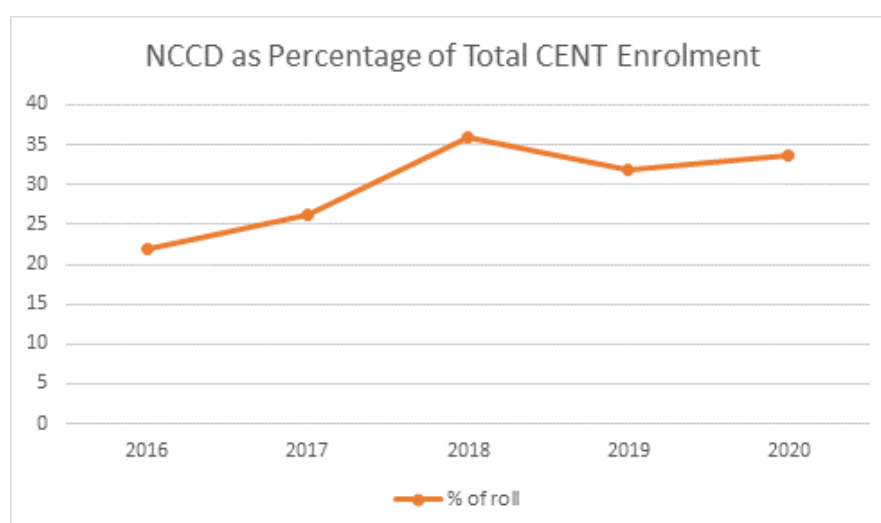
- Training Catholic Care counsellors in using Inspire to add case notes to improve the gathering of evidence for NCCD.
- Working with the Social Worker at Our Lady of the Sacred Heart Thamarrurr Catholic College Wadeye to use Inspire to add case notes and keep up to date records on Inspire.
- Rolling out Text Help assistive software as an evidence-based remedial program for students with literacy and communication difficulties. This was fully funded, supported through multiple PD opportunities throughout the year. Unfortunately, however, the program was not utilised widely as part of embedded practices in most of our schools. This will remain a focus in the future.

## 2020 CENT STUDENT WITH DISABILITIES DATA

Count of Level of Adjustment	Extensive	Substantial	Supplementary	Support within QDTP	Grand Total
HF	5	43	36	15	99



HS	2	19	39	15	75
LAC	1	14	18	0	33
MCC	7	65	105	25	202
MCPS	13	95	22	1	131
MT	5	32	6	7	50
OCC	11	50	49	0	110
OLSH AS	3	56	146	56	261
OLSH T	7	65	45	1	118
SFA	0	15	21	13	49
SFX	2	15	8	0	25
SH	2	22	41	7	72
SJCC	1	7	20	0	28
SJFLC	14	13	20	0	47
SJK	2	42	64	15	123
SM	2	16	19	26	63
SP	5	25	34	10	74
XCC	14	28	23	0	65
<b>Grand Total</b>	<b>96</b>	<b>622</b>	<b>716</b>	<b>191</b>	<b>1625</b>



The funded student cohort for CENT has increased from 242 to 1667 students since 2013.

## PROFESSIONAL LEARNING

- The ISS Team attended several online PD/ conferences in 2020 including the Middle Leadership Course (The Brown Collective), Structured Teaching Course by Australian Association Special Education, Early Years Pedagogy and Instructional Coaching.

## KEY PRIORITIES FOR THE TEAM

- Continued rollout of Disability Discrimination Act (1992) and Disability Standards for Education (2005) to new schools through the NCCD portal.
- Continued professional learning and support to schools, including two forums for schools' Inclusion Coordinators.
- Additional funding allocation for Inclusion Support Assistants of 1 hour for every 10 hours of face to face work to support planning time and professional learning.
- Identification and training of Tutors for the Online Training (OLT) courses for teachers which included Autism Spectrum Disorder, Managing Behaviour, Speech, Language, and Communication needs and other learning difficulties.
- Review and updates the 'Inclusion Support Services Guide'.
- Development of Clinicians' brochure to develop parent understanding of the clinician's role in the referral process
- Continued support and promotion of the plain English consent form.
- School support for Transition from School planning for Students with Disabilities
- Provision of PD for Inclusion Support Coordinators, Inclusion Support Teachers and NTCE/Curriculum Coordinators regarding Modified SACE/NTCET options for eligible students.
- Implementation of the ADOS-2 (Autism Diagnostic Observation Schedule - second edition) by the 3 school psychologists.
- Collaboration with Department of Education teams including School Psychologists, Occupational Therapists, Hearing and ASD for sharing of knowledge, referral process, and diagnostic formulation to support cross-sector consistency.
- Publication of Occupational Therapy video to educate teachers and students on how to use sensory tools in the classroom.
- Design and launch an informational video on the use of sensory pathways in schools to support students with regulation.
- Funding support for the establishment of the Catholic Education Paediatric Clinic at St John's Catholic College including training for the Paediatric Administrative Assistant.

## CLINICIANS

- All clinicians engaged in clinical supervision to ensure they met the relevant reporting bodies' ethical and registration obligations.
- Professional learning for clinicians included *Educating Anxious Brains Conference*, San Francisco (February 2020); Cool Kids Program Accreditation Training, Zones of Regulation – self-regulation course (online), and Executive Function (online). A 4-week parenting program *Transition to Adolescent session* was delivered to support parents with a year 6 child transitioning to high school. This program included the development of an information brochure and resources for parents.

## PROFESSIONAL DEVELOPMENT

Professional learning in schools and at Network Meetings focused on upskilling teachers and ISAs in evidence-based and individualised approaches and strategies for all students, with a particular focus on differentiating learning for SWINs.

OLT Mental Health and Wellbeing course were provided to staff across multiple CENT and DoE schools. The Psychology of Behaviour and Mindfulness sessions were also delivered to staff in various settings.

The Cool Kids Anxiety Program was prepared and delivered over a 10-week program each Thursday for secondary students in years 7-9 and primary students in years 5-6. The program incorporated the use of cognitive restricting, exposure and relaxation techniques to address anxiety and included two-parent sessions.

## GROWING OUR OWN – PRE-SERVICE TEACHER EDUCATION

In what was effectively the last year of the Growing Our Own (GOO) Teacher Training program conducted by Catholic Education NT, significant achievements were reached by 13 students.

Charles Darwin University (CDU) recognised and transitioned several students who had commenced in the Bachelor of Education Primary course, but for a variety of reasons did not continue, to either the Bachelor of Education studies or the Diploma of Educational Studies

3 students completed all course requirements to graduate with a **Bachelor of Education Primary**, 1 student is due to complete her final practicum in Term 1 2021 and will subsequently graduate at the end of Semester 1 2021 with a **Bachelor of Education Primary**.

2 students completed the requirements to graduate with a **Bachelor of Education Studies**.

8 students were granted a **Diploma of Educational Studies** based on their completed units.

2020 was a particularly difficult year for external students in the GOO program. Due to COVID-19, there were restrictions on travel resulting in the need to conduct coursework and mentoring via online video facilities with restricted ability to access face-to-face teaching for significant periods. The students however responded well to the challenges and, as can be seen from the graduation statistics above, completed all courses. CDU dedicated considerable effort in maintaining continuity and high-level assistance to the students during this challenging time and this enabled them to complete their studies on schedule.

Due to COVID-19 restrictions, all graduations will occur in 2021 at a time to be determined by CDU.

The success of the GOO program is measured not only by the number of graduates of the program, who are certainly a key aspect of the initiative but by the broader impact they have in many other areas –

- Changing community attitudes towards genuine bicultural education
- Role models for school communities particularly for children
- Building community capacity through leadership and knowledge
- Developing and enhancing future leadership structures within communities

- Deepening connections between schools and communities in achieving outcomes for young people

The Catholic Education Office acknowledges, thanks and commends all staff, communities, CDU and various stakeholders for their involvement, commitment and shared passion for the Growing Our Own program. The GOO program has been made possible by the generous funding of approx. \$ 2.8 million from the federal government over the life of the program.

### ADVANCED SKILLED TEACHER STATUS

The following teachers were awarded **Advanced Skilled Teacher Level 1** recognition from the first day of the school year in 2021 –

Teacher name	School name
Stephen O'Shannessy	Holy Spirit Catholic Primary School
Sinead Walsh	Holy Spirit Catholic Primary School

The following teachers were awarded **Advanced Skilled Teacher Level 1 Renewal** recognition from the first day of the school year in 2021 –

Teacher name	School name
Sarah Bonney	Our Lady of the Sacred Heart Catholic College
Lisa Fox	O'Loughlin Catholic College
Veronica Perez	Our Lady of the Sacred Heart Catholic College

No AST 2 applicants for 2021.





## COMMUNITY AND CULTURE

### STANDING COMMITTEE

Due to Covid issues, the Standing Committee met three (3) times during 2020. New members were Jess Musgrave AIEW at Holy Spirit School and Lettica Clarke Aboriginal parent and Clerical Assistant from Saint John's College. Vicki Howie, an Aboriginal teacher at OLSH Alice Springs was invited to join the Standing Committee but was unable to accept the offer for 2020 due to other commitments.

The new Closing the Gap targets were a particular focus for the Standing Committee during the year.

In particular, the committee considered targets:

3 – Children are engaged in high quality, culturally appropriate early childhood education in their early years.

4 – Children thrive in their early years.

6 – Children achieve their full learning potential.

The committee is committed to looking into how to increase the number of Aboriginal children accessing pre-school in remote and urban communities. In 2021, Lisa LeGros (EO Early Years) will assist the committee in their discussions.

A second area the committee wants to address is the status of VET in schools and the appropriateness of current VET Programmes in the schools. Julia Anderson (EO Vet and Flexible Learning) will advise the committee in this area.

### WORKFORCE DEVELOPMENT

Mrs Pauline Schober resigned in January to return to her position with the Department of Education and was not able to extend her secondment beyond 2019. The excellent work she began for Workforce Development continued under the leadership of the Workforce Development Coordinators in each of the ACCS schools.

This group met together each term to share initiatives and support each other. Two key agenda items during the year were Workforce Development Framework and the new Closing the Gap targets.

A new manager for Aboriginal and Islander Education – Engagement and Workforce Development, has been appointed to commence in January 2021. Mrs Sherri Bryers from MacKillop Catholic College who has both Aboriginal and Torres Strait Islander heritage was a successful applicant and brings to the position wide experience and a strong commitment to Aboriginal education. In addition to her teaching duties at MCC Sherri was the line manager for the AIEWs at MCC and was responsible for many pro-active initiatives and embedding the importance of the AIEW role in the college.

### EIGHT WAYS OF ABORIGINAL LEARNING

Following the introduction by Mrs Debra Dank of the Eight Ways of Aboriginal Learning (a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning

techniques), the CALT group joined with the APRE Network to develop units of work around the Eight Ways. Each of the ACCS developed their template based on the Eight Ways and this development will continue in 2021 in other curriculum areas. Sister Catherine Mead and the Catholic Identity Team led this process with support from Mrs Dank who took up a position at Batchelor Institute in February but who continues to be available on a consultancy basis.

### **CULTURAL COMPETENCY PROGRAMME**

There continues to be a strong commitment to upskilling all staff at the CEO and in the schools in this vital area. David Paull (OLCC) and Kial King (SJCC) facilitated an excellent engaging and interactive workshop for all new staff during Orientation at the beginning of the year. For the first time, staff new to urban and regional schools were included along with staff new to ACCS. Feedback from the participants was most positive. In 2021 plans will be developed to deliver a similar workshop in all schools on an annual basis. A small group from the AIEW network will be upskilled to undertake this task and local AIEWs will be included in the delivery at their schools.







## PASTORAL CARE AND WELLBEING

### PASTORAL CARE AND WELLBEING (PCWB) STANDING COMMITTEE

The Pastoral Care and Wellbeing (PCWB) Standing Committee of the Catholic Education Council (NT) focused their work during 2020 on addressing the goals of the PCWB Annual Improvement Plan.

#### GOAL 1

**Develop a Student Wellbeing for Learning Framework that is contemporary, forward-focused and contextualised.**

The Springfox Resiliency Educator Program was delivered in term 4 with invitations extended to new principals and senior/ middle leaders. Three principals, a deputy principal and other middle leaders attended.

Trauma-informed training was developed in collaboration with the Senior Trauma Practices Manager and the Inclusive Practice Consultant at DoE to provide a consistent message across NT education. The training – REAL (Resilient, Engaging, Accessible Learning through Relationships) has been delivered at Orientation 2020 and whole school staff delivery at four schools in 2020. Coordination continued with external agencies to provide a mental health and wellbeing resource for parents and teachers to support students with current evidence-based strategies (e.g. ParentTV).

Pilot schools participated in ParentTV trial – O’Loughlin Catholic College, Sacred Heart Catholic Primary School and St Joseph’s Catholic College, with O’Loughlin Catholic College and St Joseph’s Catholic College taking up the subscription.

#### GOAL 2

**Build a positive culture of wellbeing that is inclusive of the needs of all members of the Catholic Education Northern Territory community.**

Wellbeing network days were delivered each term, responsive to feedback from Wellbeing Leaders on areas that build on their capacity to support their schools. Due to covid, Term 2 was delivered via Zoom, with some Term 3 leaders also attending via Zoom due to bushfires and other issues affecting in-person attendance. Resources and documents continued to be shared on FROG and CENT, in addition to the documents attached and emailed to all wellbeing leaders.

CALT (Catholic Aboriginal Leadership Team) members were invited to Term 3 and 4’s network days to develop culturally appropriate wellbeing frameworks around 8 ways of learning and to be responsive to each community’s needs. Deb Dank, Head of School, Batchelor Institute, and formerly CEO Aboriginal Education Advisor, supported this development.

Self-care presentations were delivered to Inclusion Support Assistants at MacKillop Catholic College and our Wellbeing Network days.

In Term 3, the annual CEO office wellbeing staff survey was delivered with resulting initiatives such as the social club and plans for 2021 wellbeing support with mindful activity sessions and team building events.

A system-branded newsletter was published at the end of Term 2 and Term 4 and sent to schools to share with parents (see link below). Term 2 included resources around support for the impact of Covid on schooling and wellbeing, with Term 4 including links to parenting gurus Maggie Dent and Dan Siegel.

A transition to adolescence parent workshop was developed by the CEO School Psychologist and co-delivered with the Senior Psychologist/Pastoral Care and Wellbeing Officer in Term 4 with four sessions, 12 parents in attendance across the urban schools. Positive feedback included –

- “You did a wonderful job. It just needs to be offered to more parents! Thank you both.”
- “I felt this was very comprehensive”
- “It is a really good foundation.”
- “It’s really helpful that it falls back to parents to follow up resources.”
- “I really enjoyed these sessions, Thank you for the initiation to run these”

### **GOAL 3**

**Develop Catholic Education Northern Territory policies, processes and practices in pastoral care and wellbeing that are aligned with contemporary research and evidence.**

Wellbeing for Leadership proposal was initiated in consultation with a consultant in Victoria, with a standing committee formed consisting of a Principal, Deputy Principal and Pastoral Care and Wellbeing Officer (joined by Leader of Catholic Identity in 2021).

Professional Development was drastically impacted by COVID with the Positive Schools conference cancelled for in-person attendance. Online/virtual opportunities are now available which will be offered to wellbeing leaders.

Action research continued in four schools with the ongoing implementation of mindfulness practice in urban and remote settings. Virtual training from the US for MindUP delivery was taken up with approximately twelve attendees at each of the introductory and mindful awareness sessions. The full year’s training was purchased and all interested staff across CENT have been invited to attend. In the interest of networking with the Department of Education, NT, invitations have also been extended to DoE school staff who have expressed interest in embedding wellbeing approaches around neuroscience, positive psychology, mindful awareness and social and emotional learning (SEL).

BeYou continued to attend (in person and via zoom) the PCWB network Days sharing the latest in resources to support staff and students. Term 4 included support around the BeYou Data Implementation tool, with plans to aim for system-wide consistent collection of data in the following domains –

- Mentally healthy communities
- Family partnerships
- Learning resilience
- Early support
- Responding together

CENT created a proposal for data collection across our system (see link below).

Term 4 saw an audit of Pastoral Care and Wellbeing programs/ approaches with information supplied by Wellbeing Leaders and Curriculum Coordinators. The resulting data was shared with CEO Executive (see link below).

Benita De Vincentiis, Centre for Child Development and Education, Menzies School of Health Research, presented at Term 4 Wellbeing Network day to invite CENT to collate wellbeing data to be included in the 2020 “Story of Our Children and Young People, Northern Territory, a state of the children report for the NT”.

This data will be used as part of the government’s commitment to improving the lives of children, sharing critical baseline data on children and young people from across the NT, to ensure the most complete picture is captured to make informed decisions to help those in need.

Professor Shannon Hodges, Professor of Counselling and Coordinator of the Clinical Mental Health Counselling program at Niagara University was due to visit Australia and support across CENT in professional development around trauma-informed approaches and mindfulness-based activities, but due to Covid was not able to attend in person. He generously juggled the time zones to deliver to the Wellbeing Leaders at their network day in Term 2.

Nikki Bonus, from LifeSKills GO delivered to Wellbeing Leaders in Term 1 around digital platform options for 2020, including potential incorporation of Catholic mindfulness videos. To date, it is not within budget to pick up, but further budget-friendly options will be offered for 2021 for interested schools.

CEO School Psychologist, Georgia Tranthem, presented in Term 1 on insights from the Educating Anxious Brains conference – Creating Calm, Connected, Mindful and Trauma-Sensitive schools. Dominique Crawley, CEO Education Officer, also presented on the Education Conference she attended in Finland, sharing evidence-based approaches to wellbeing and improving academic outcomes.

Link to access above mentioned documents –

[https://drive.google.com/drive/folders/1i3Xq5HDAYyqRj-BgQavVxRtZbmmq12\\_S?usp=sharing](https://drive.google.com/drive/folders/1i3Xq5HDAYyqRj-BgQavVxRtZbmmq12_S?usp=sharing)







## FINANCE FACILITIES AND RESOURCES

### SCHOOL SERVICES

#### HUMAN RESOURCES

Human Resources provided a strategic consultancy and advisory service to Senior Management, Principals and employees alike for all Catholic Education (CENT) schools and offices. Throughout 2020, Human Resources provided sound advice and had successful beneficial outcomes on industrial relations and employee relations policy matters, and managing CENT-wide review that was underpinned in finalisation of the *Catholic School (Northern Territory) Collective Enterprise Agreement 2018 - 2021* in 2018.

Several written policies have been submitted to the Finance Facilities and Resources committee for endorsement and are awaiting approval. Human Resources also assisted many schools with effective performance management advice and processes to ensure employees are performing effectively in accordance with our Enterprise Agreement.

Human Resources has also undertaken a range of activities that have positively contributed to the success and development of CENT in matters relating to employment, recruitment and management of staff. Some achievements include but is not limited to:

- Updated and completion of some of our policies i.e. recruitment, performance management, but this is an ongoing project
- Standardising casual contracts for employees other than Teachers.
- Commenced interpreting Finance and Payroll processes and procedures in accordance to the Enterprise Agreement.

#### WHS

The following summary is a brief evaluation and snapshot of the continuous improvement approach Catholic Education NT Safety has taken during 2020 towards providing safer workplaces for employees, students, volunteers, visitors, contractors and the school communities.

During 2020, the Catholic Diocese of Darwin and Catholic Education NT (CENT) has:

- Provided information on COVID issues and documentation to all staff and schools.
- Worked closely with Catholic Church Insurers (CCI) in the management of Workers Compensation Claims and Return to Work of injured staff. This includes closing old claims and keeping an eye on the open claims. Communicating regularly with CCI on issues of reference.
- Provided evidence for the Regulator (NT WorkSafe) on Catholic Insurance via the Darwin Diocese.
- Continued towards gradual implementation of the WHS Management System (WHSMS) in accordance with the WHSMS Plan developed in 2018.
- An ongoing work in progress is the reviewing, updating and drafting of policies and procedures. As a result, many policies and procedures have undergone minor amendments to content and new formatting applied.
- Through consultation and cooperation with the schools advising on risk assessments to reduce Workers Compensation claims.

- Attended meetings requested by schools (Safety Committee, safety meetings, safety induction meeting).
- Communicated with the school WHS Coordinators on varied issues. Discussions and actions are taken to streamlining incident and hazard reporting processes.
- Zoom Network meetings due to COVID, then a face-to-face Network meeting.
- Through quarterly performance reporting, gain an insight and understanding of WHS trends throughout the Diocese.
- During 2020 an external WHS Auditor had been engaged to conduct, evaluate and report on the WHS performance of several colleges, schools and agencies across the Diocese. Due to COVID, this didn't eventuate. A return to external audits will begin in 2021 if all goes to plan.
- Results of previous reports indicate that WHS compliance is being achieved to a fairly high standard (averaging 80 - 90%), similar results to 2018.
- Internal safety audits via school term reports gain an insight and understanding of WHS trends throughout the Diocese.
- Work with Catholic Care on staff headspace issues.
- Meetings with Catholic entities on improving safety and assisting the Darwin Catholic Diocese and Parishes.
- Investigation reports for schools and recommendations on findings.

## **IT**

### **SCHOOL INFORMATION SYSTEMS ROLLOUT – CIVICA EDUCATION SUITE (CES)**

CEO IT has supported schools in the continued adoption of CES and its functions. To support the rollout plan for 2021, CENT has selected Edval as the timetable package of choice that will be delivered with CES to the remaining Secondary schools still on Maze.

The high-level plan is to bring a significant new CES release and integrated Edval to our live CES schools, and then continue the rollout throughout Term 3 and 4 in continued partnership with the TechOne finance solution.

### **ICT GOVERNANCE AND REVIEW**

2020 has been an important year for ICT Governance, Review and Future planning. A CENT ICT Steering Committee has been established to maintain a CENT ICT Strategic Plan and make recommendations to CEO Executive on priorities and initiatives.

The Committee has been successful in completing a full review of ICT services in CENT by partnering with consultancy firm Transition2. Key staff and business unit representatives from schools and the CEO were interviewed and a report was delivered in October.

This report presents a holistic and consultative cross-section of needs analysis in CENT and will be a key instrument for the ICT Steering Committee moving forward.

CENT continues to explore the CEnet ICT shared services platform to achieve CENT strategic goals and deliver the best value spend to schools.

### **SCHOOL NETWORKS, ICT SUPPORT AND SERVICES**

CEO IT has supported many urban schools in refreshing their cabling and network infrastructure to improve ICT services delivery and supportability.

It was an extremely busy year in this space for ACCS; CEO IT is in the process of supporting all 5 ACCS with a cabling and network equipment refresh in partnership with schools, A&J Technology

Services and NEC IT Services Australia Pty Ltd. The works have begun in earnest in the last weeks of 2020 and will conclude before July 2021.

A key strategic driver for CEO IT is to integrate software platforms used within CENT to provide a seamless and secure exposure to identities/authentication and accurate and timely school data. Positive progress has been made between CES, SEQTA and Edval, and SchoolStream via Wonde. CEO IT continues to develop interoperability capability and will remain a focus in 2021.

## **LIBRARY SYSTEMS**

CEO IT has championed an opt-in initiative for CENT schools to upgrade their library systems from the aging Libcode system to the modernised web-based enterprise system Oliver, both provided by Softlink. The project included the establishment of schools within Oliver, and change management, procurement, and training.

The rollout has been very successful and complementary to the new Library Working Group commissioned by the CEO Teaching and Learning team. The platform has been well received by schools, putting more resources in the hands of our students, increased capability for inter-school borrowing, and future capability for suites of E-books.

## **FINANCE**

### **FINANCIAL OPERATIONS**

The finance team undertakes the financial operations for the Catholic Education Office, the NT Block Grant Authority and the five Aboriginal Catholic Community Schools. The finances of the Catholic Education Office are split between the system provider grant operations, the operation of long service leave fund and the office operations.

During 2020, financial operations involved:

- undertaking 108 financial month-end closures and roll-overs
- paying 9,456 invoices to creditors
- processing 2,101 staff reimbursements, superannuation and taxation payments
- raising 714 debtor invoices
- processing 1,139 school funding grant transfers

### **PAYROLL OPERATIONS**

The finance team in the Catholic Education Office also undertakes the processing of the payrolls for the Office, including all school Principals, and each of the five Aboriginal Catholic Community Schools.

During 2020 an average payroll period involved paying 437 individuals across the supported entities.

Payroll processing involved:

- adding 143 new employees
- processing pay increases based on the Collective Enterprise Agreement (applied at three different times during the year depending on the entity or employment class)
- processing 111 increment increases for employees based on their individual service history
- processing leave and unauthorised absences
- processing 137 employee terminations (including resignations, retirement, etc.)

- preparing 685 payment summaries for employees and former employees

### **SCHOOL FINANCE AND PAYROLL SUPPORT**

The finance team also supports the finance and payroll work of school finance officers and business managers, mainly through the work of the Manager Urban Schools Finance Services. During 2020, three full-day network and professional development meetings were held and a two-day budget workshop was conducted. These events bring together the school-based and office-based staff for training, information, feedback and working sessions.

### **ANNUAL FINANCIAL STATEMENTS AND AUDITED ACQUITTALS**

During the first half of 2020 annual financial statements for each of the 17 schools (not including St Joseph's Flexible Learning Centre), the Catholic Education Office and the NT Block Grant Authority were prepared and presented for audit.

### **TECHNOLOGYONE SYSTEM IMPLEMENTATION**

In 2020 the TechnologyOne system was upgraded to the latest version and migrated from an "on premise" installation to a cloud-based service. This has made access to the system simpler and reduced the costs and time associated with administering the software.

The purchasing module is configured following a consultation phase and will be implemented early in 2021.

## **INFRASTRUCTURE**

The Infrastructure Officer (forming part of the greater Infrastructure team) assists OLSH Wadeye with major projects and manages the Asset Management Systems (AMS). Currently, the Infrastructure Officer assists some of the urban schools with queries and provides advice and guidance as needed.

The Infrastructure Officer also manages the day to day running of the CENT Office compliance and R&M.

OLSH-Wadeye forms part of our Aboriginal Catholic Community Schools (ACCS). There are three major projects in the pipeline. One project is in the handover phase, the second project is in the development phase and the third is in the negotiation phase. Please see the Infrastructure Projects register below.

### **INFRASTRUCTURE PROJECTS REGISTER**

SCHOOL	PROJECT	STATUS
Our Lady of the Sacred Heart Thamarrurr Catholic College	New Classroom BLG 08	Construction has been completed and we are in the handover phase.
	Staff Accommodation X4 units	This project is in the negotiation phase. Construction will commence in 2021.
	New ELC/FaFT centre	This project is in the design phase. Construction is to commence in 2021.



There were more projects lined up for 2021/2022, however, with the downturn in student numbers, funding was reduced and this impacted infrastructure development. The school identified the above-mentioned projects to be followed through.

### **ACCS AMS**

The AMS throughout the ACCS has been completed in the second semester of 2019. It was decided to inform all, ACCS stakeholders of their live status on Tech One (T1), Connected Intelligence Anywhere (CIA).

All Principals currently have full access to T1, however, deputy principals and Property managers will need to be brought up to speed.

The Infrastructure Officer created a training manual to assist all stakeholders with the T1 program, however, face to face and telephone assistance is still required. Please see ACCS AMS register below.

### **ACCS AMS REGISTER**

SCHOOL	PROJECT	STATUS
Our Lady of the Sacred Heart Thamarrurr Catholic College	AMS	Completed
Murrupurtiyanuwu Catholic Primary School	AMS	Completed
Xavier Catholic College	AMS	Completed
St Francis Xavier Catholic School	AMS	Completed
Ltyentye Apurte Catholic School	AMS	Completed

### **AMS URBAN SCHOOLS**

Currently is occurring at urban schools. The register below identifies which schools were allocated and their current status. Please see Urban AMS below.

### **URBAN SCHOOLS AMS REGISTER**

SCHOOL	PROJECT	STATUS
Mother Teresa Catholic Primary School	AMS	Completed
St Francis of Assisi Catholic Primary School	AMS	Completed
MacKillop Catholic College	AMS	Completed
O'Loughlin Catholic College	AMS	Completed
St Mary's Catholic Primary School	AMS	Completed
St John's Catholic College	AMS	Ongoing

## MAJOR WORKS COMPLETED AND OR STARTED 2020.

### Holy Family Catholic Primary School

- Upgrade and redesign of 3 existing GLA areas and new GLA with outdoor covered Learning area. Concept and Design 2020, site work to start January 2021.

### Murrupurtiyanuwu Catholic Primary School

- Upgrade and redesign of Building 10. Staffroom, workforce room, Resource room, new staff toilets, Art room. Part of the works funded by BBS. Concept and design 2020 Site works start January 2021.

### MacKillop Catholic College

- New VET centre concept and design 2020 Site works start January 2021.

### Xavier Catholic College

- Staff Housing discussions have started expect Design and planning to start March 2021. Expect site works to start in late 2021.

### St Mary's Catholic Primary School

- Re-roof 3 wings of the school. Completed 2020.

### Sacred Heart Catholic Primary School

- Block A full refurb and redesign Completed 2020.
- Redesign of Admin building Concept Feb 2021, site works expected late 2021.

## MARKETING

Restructure design and functionality of the 'Employment' section of the CENT public website.

### RECRUITMENT RESOURCES

The 'Employment' webpage went under reconstruction to enhance the functionality and to broaden the scope of contents to attract both urban and remote teaching staff, in particular, an emphasis on living and working remotely in an Aboriginal Catholic Community Schools (ACCS).



### TEACHNT IN CATHOLIC SCHOOLS

The standalone recruitment website 'TeachNT' that was developed in 2018 containing vital recruitment resources was redeveloped and integrated into the new 'Employment' section of the CENT public website and rebranded as 'TeachNT in Catholic Schools'.

The recruitment webpage was rebranded to include 'Catholic Schools' to provide a better search for teaching positions and information about working in a Catholic School. The idea was to produce a centralised location containing all-essential information for recruiting new teachers and staff moving from interstate to the Northern Territory.



## SCHOOL WEBSITE REDEVELOPMENT PROJECTS

- O'Loughlin Catholic College - <https://www.oloughlin.nt.edu.au/>
- Our Lady of the Sacred Heart Catholic College- <https://www.olsh.os-dev.com.au/>
- St Francis Xavier Catholic School – Site Map and website template developed have been completed; updated contents and resources to be carried- over to 2021.

## CENT SYSTEM RECRUITMENT AND ENROLMENT CAMPAIGN

- CENT Photo Resources
- Recruitment advertisement templates
- CENT system advertorials and advertisements for various print and online publications
- 30 second TV commercials included Covid-19 key messaging for interviews available via face-to-face and or skype
- Weekly NT News Club online and print advertising
- Radio feature announcements included Covid-19 key messaging for interviews available via face-to-face and or skype

## SCHOOL MARKETING STRATEGIC PLAN - ST FRANCIS OF ASSISI – BRANDING, ADVERTISING CAMPAIGN AND SIGNAGE PROJECT

Marketing Strategy Plan for St Francis of Assisi Catholic Primary School began mid-June this year, which consisted of the various activities highlighting the many different works carried out in 2020 and into 2021. CENT Media worked closely with the school Principal, external providers and CENT Infrastructure in the delivery of the below works –

- Branding refresh and style guide
- Strategy Report
- School Signage
- Marketing Advertising Campaign – consisted of website contents, SEO enhancement, photography, filming, promo video, 30-sec TVC advertisement, 30-sec radio advertisement, Enrolment flyer, Facebook marketing
- NT News Advertorial and advertisements.

## NORTHERN TERRITORY BLOCK GRANT AUTHORITY (NT BGA)

### Applications Approved for 2020

School	Grant (\$)	Project Description
St John's Catholic College	\$124,062	Safeguarding classrooms and roof repairs to manual arts hall.
St Mary's Catholic Primary School	\$58,587	Upgrade of communication system throughout the school.
Our Lady of the Sacred Heart Catholic College	\$115,000	Renovate classrooms, install Promethium Smartboards, refurbish and paint veranda.
MacKillop Catholic College	\$100,000	Construction of stage II of the VET training area.
St John's Catholic College (out of round application)	\$260,000	Upgrading boarding facilities.

## SCHOOL STATISTICS

### School Enrolments 2020

	Primary	Secondary	Total
St Mary's Catholic Primary School	165	N/A	165.0
St Paul's Catholic Primary School	181	N/A	181.0
Holy Spirit Catholic Primary School	241	N/A	241.0
Holy Family Catholic Primary School	254	N/A	254.0
Sacred Heart Catholic Primary School	180	N/A	180.0
St Francis of Assisi Catholic Primary School	87	N/A	87.0
Mother Teresa Catholic Primary School	207	N/A	207.0
St John's Catholic College	N/A	186	186.0
O'Loughlin Catholic College	N/A	583	583.0
MacKillop Catholic College	N/A	766	766.0
St Joseph's Catholic College	87	116	203.0
Our Lady of the Sacred Heart Catholic College	361	385	746.0
St Joseph's Catholic Flexible Learning Centre	N/A	68	68.0
Xavier Catholic College	N/A	71	71.0
Murrupurtiyanuwu Catholic Primary School	161	N/A	161.0
St Francis Xavier Catholic School	31	21	52.0



Ltyentye Apurte Catholic School	77	30	107.0
Our Lady of the Sacred Heart Thamarrurr Catholic College	353	178	531.0
<b>Total</b>	<b>2385</b>	<b>2404</b>	<b>4794.0</b>

### Enrolment Trends 2009-2020

Primary				Secondary		
Year	Boys	Girls	Total	Boys	Girls	Total
2009	1382	1439	2821	981	938	1919
2010	1371	1418	2789	1003	952	1955
2011	1369	1373	2742	935	884	1819
2012	1430	1383	2813	911	904	1815
2013	1442	1385	2827	993	1004	1997
2014	1467	1391	2858	1091	1105	2196
2015	1449	1323	2772	1193	1167	2360
2016	1462	1289	2751	1232	1198	2430
2017	1376	1184	2560	1159	1240	2399
2018	1186	1216	2402	1213	1139	2352
2019	1227	1236	2463	1242	1140	2382
2020	1169	1216	2385	1155	1250	2405

### Enrolment Type 2019-2020

2019				2020		
	Boys	Girls	Total	Boys	Girls	Total
<b>Urban</b>						
Primary	896	908	1804	872	891	1763
Secondary	1067	983	2050	1088	1017	2105
Total	1963	1891	3854	1960	1908	3868
<b>ACCS</b>						
Primary	331	328	659	297	325	622
Secondary	175	157	332	162	138	300
Total	506	485	991	459	463	922

### Indigenous Enrolments 2009-2020

Year	Urban		Remote		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
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

2019	232	451	647	329	879	780
2020	274	405	610	297	884	702

**St John's Catholic College Boarding Students 2009-2020**

Year	Students
2009	178
2010	175
2011	183
2012	177
2013	173
2014	143
2015	120
2016	87
2017	83
2018	74
2019	74
2020	59

**Principals 2009-2020**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Religious Male	1	1	1	1	2	2	2	2	2	1	1	0
Religious Female	-	-	-	-	-	-	-	-	-	-	-	0
Lay Male	4	4	6	7.5	11	10	5.5	6	8	7	7	8
Lay Female	10	10	8	8.5	4	5	9.5	9	7	10	10	10
Total	15	15	15	17	17	17	17	17	17	18	18	18

**Teacher Staffing 2009-2020**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
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<b>Primary</b>	183	180	184	187	198	191	188	193	195	188	175
<b>Secondary</b>	179	170	160	196	199	216	220	218	245	223	212
<b>Total</b>	362	350	353	383	397	407	408	411	440	411	387
<b>Religious</b>	1	3	3	3	4	4	4	2	4	4	9
<b>Lay</b>	361	347	350	380	393	411	412	413	436	407	383

## FINANCIAL STATISTICS - 2020

<b>COMMONWEALTH GENERAL RECURRENT GRANTS</b> <b>Statement of income and expenditure</b> <b>For the year ended 31 December 2020</b> <b>(Figures in \$)</b>		
<b>Income</b>		
Australian Government Grants		86,224,137
<b>Expenditure</b>		
Grants to schools	69,715,602	
System level support	14,839,651	
System administration	1,668,884	

<b>COMMONWEALTH TARGETED PROGRAMS</b> <b>Statement of income and expenditure</b> <b>For the year ended 31 December 2020</b> <b>(Figures in \$)</b>		
<b>Income</b>		
Australian Government Grants		5,095,396
<b>Expenditure</b>		
Grants to schools	3,467,226	
System level support	987,897	
System administration	535,723	
Unexpended grant	104,550	

<b>NORTHERN TERRITORY GOVERNMENT PER CAPITA GRANTS</b> <b>Statement of income and expenditure</b> <b>For the year ended 31 December 2020</b> <b>(Figures in \$)</b>		
<b>Income</b>		
Northern Territory Government Grants		14,443,403
<b>Expenditure</b>		
Grants to schools	13,725,637	
System level support	431,037	
System administration	286,729	



**NORTHERN TERRITORY GOVERNMENT OTHER PROGRAMS**

**Statement of income and expenditure**

**For the year ended 31 December 2020**

**(Figures in \$)**

**Income**

Northern Territory Government Grants		4,197,511
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**Expenditure**

Grants to schools	3,236,831	
Capital grants	930,000	
System administration	30,680	

## ACRONYMS

AC	Australian Curriculum
ACARA	Australian Curriculum Assessment and Reporting Authority
ACCS	Aboriginal Catholic Community Schools
ACECQA	Australian Children's Education and Care Quality Authority
ACPPA	Australian Catholic Primary Principals' Association
ADHD	Attention Deficit Hyperactivity Disorder
AE	Aboriginal English
AEC	Australian Electoral Commission
AGM	Annual General Meeting – School Board
AIEW	Aboriginal and Islander Education Worker
AIP	Annual Improvement Plan
AISS	Advisor: Inclusion Support Services
AITSL	Australian Institute of Teaching and Learning
AL	Accelerated Literacy
APPA	Australian Primary Principals' Association
APST	Australian Professional Standards for Teacher
APRE	Assistant Principal Religious Education
AR	Annual Report
ASC	Assessment of Student Competencies
ASD	Autism Spectrum Disorder
ASIP	Annual School Improvement Plan
AST	Advanced Skilled Teachers
AT	Assistant Teacher
ATAR	Australian Tertiary Admission Rank
ASTI	Aboriginal and Torres Strait Islander
BBI	Broken Bay Institute
BBS	Building Better Schools (Govt. funding project)
BGA	Block Grant Authority
BoE	Building our Economy
BYOD	Bring Your Own Device
C&C	Community and Culture
CALT	Catholic Aboriginal Leadership Team
CAPS	Catholic Placement Schools (teacher placement practicum)
CaSPA	Catholic Secondary Principals Australia
CC	Curriculum Coordinator
CCI	Catholic Church Insurance
CDU	Charles Darwin University
CEA	Collective Enterprise Agreement (also referred to as EBA)
CEC NT	Catholic Education Council of the Northern Territory
CENet	Catholic Education Office Intranet
CENT	Catholic Education Northern Territory
CEO	Catholic Education Office

CES	Civica Education Suite
CESA	Catholic Education South Australia
CI	Catholic Identity
CMC	Chronic Medical Condition
CMT	Christian Ministry and Theology
COL	Community of Learners
CPR	Cardiopulmonary Resuscitation
CPS	Catholic Primary School
CSER	Computer Science Education Research
CSF	Catholic Superannuation Fund
CSM	Catholic Schools Manual
CT	Classroom Teacher
DBD	Disruptive Behaviour Disorder
DDA	Disability Discrimination Act
DDDF	Darwin Diocesan Development Fund
DESE	Department of Education, Skills and Employment
DIP	Data Informed Practice
DoE	Department of Education
DSE	Disability Standards for Education
EA	Enterprise Agreement
EAL/D	English as an Additional Language or Dialect
EAP	Educational Adjustment Plan
EBA	Enterprise Bargaining Agreement (see CEA)
ECA	Early Childhood Australia
EEO	Equal Employment Opportunity
EFT	Emotional Freedom Techniques
ELC	Early Learning Centre
EO	Education Officer (of the Catholic Education Office)
ER	Employment Relations
ESL	English as a Second Language
EV	External Validation
EYLF	Early Years Learning Framework
FASD	Foetal Alcohol Spectrum Disorder
FB	Facebook
FF&R	Finance, Facilities & Resources
FFRE	Faith Formation and Religious Education
FLC	Flexible Learning Centre
FMS	Marist Brothers
FO	Finance Officer
FOIL	Fares Out of Isolated Locations
FR	Formation Review
FTE	Full Time Equivalent
FWC	Fair Work Commission
G&T	Gifted and Talented
GM	General Manager

GOO	Growing Our Own (Aboriginal Pre-service Teachers)
HALT	Highly Accomplished/Lead Teacher
HI	Hearing Impairment
HR	Human Resources
IAS	Indigenous Advancement Strategy
IBP – IEP	Individual Behaviour Plan – Individual Education Plan
ICSEA	Index of Community Socio-Educational Advantage
ICT	Information & Communication Technology
IEU - QNT	Independent Education Union – Queensland and Northern Territory
IEW	Indigenous Education Worker
IFE	Institute of Faith Education
IR	Industrial Relations
ISA	Inclusion Support Assistant
ISC	Inclusion Support Coordinator
ISP	Inclusion Support Practitioner
ISS	Inclusion Support Services
JIF	Journey in Faith
KSAG	Key Stakeholder Advisory Group
LISS	Leader of inclusion Support Services
LMS	Learning Management System
LOTE	Language other than English
LSL	Long Service Leave
LWOP	Leave without pay
MAI	Maths Assessment Interview
MACS	Motor Accidents Compensation Scheme
MITIOG	Made in the Image of God
MJR	Making Jesus Real
MOOC	Massive Open Online Courses
MSC	Missionaries of the Sacred Heart
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy and Numeracy
NARIS	National Alliance for Remote Aboriginal Schools
NCCD	Nationally Consistent Collection of Data
NCEC	National Catholic Education Commission
NES	National Employment Standards
NQF	National Quality Framework
NQS	National Quality Standards
NT BGA	Northern Territory Block Grant Authority
NT BOS	Northern Territory Board of Studies
NT DET	Northern Territory Department of Education
NTCET	Northern Territory Certificate of Education and Training
NTCPA	Northern Territory Catholic Principals Association
NT DoE	Northern Territory Department of Education
NTG	Northern Territory Government
NTEOC	Northern Territory Open Education Centre



NTRAI	Northern Territory Remote Aboriginal Investment
NTSDE	Northern Territory School of Distance Education
OSHC	Out of School Hours Care
P&A	Projects and Agreements
P&F	Parents and Friends
PAT	Progressive Achievement Tests
PCWB	Pastoral Care and Well Being
PD	Professional Development
PMC	Prime Minister and Cabinet
PMF	Project Management Framework
PIP	Performance Improvement Plan
PLC	Professional Learning Community
PLP	Personalised Learning Plan
POR	Position Of Responsibility
PPCT	Planning Preparation & Correction Time
QECNT	Quality Education and Care NT
QDTP	Quality Differentiated Teaching Program
QIP	Quality Improvement Plan
RAP	Reconciliation Action Plan
RSC	Religious Sisters of Charity
RE	Religious Education
REC	Religious Education Coordinator
RSM	Religious Sisters of Mercy
RTO	Registered Training Organisation
SACE	South Australia Certificate of Education
SAE	Standard Australian English
SAIS	Student Assessment Information System
SAPI	Student Adjustments Profiling Instrument
SAR	School Annual Report
SIP	School Improvement Plan
SIP	Study Incentive Program
SIRF	School Improvement and Renewal Framework
SNP	School Nutrition Program
SNPI	School Needs Profiling Instrument
SPT	School Planning Team
SSP	School Strategic Plan
SWIN	Students With Inclusion Needs
SWPB	School-Wide Positive Behaviour
T	Transition (the year before year 1 in primary schools)
TA	Teacher Assistant
TAE	Training and Education
TIO	Territory Insurance Office
T&L	Teaching & Learning
TRBNT	Teacher Registration Board of Northern Territory
VET	Vocational Education and Training

VETIS	Vocational Education and Training in Schools
WHS	Work Health and Safety

## CATHOLIC SCHOOLS IN THE NORTHERN TERRITORY

Acronym	Name	Location
HFCPS	Holy Family Catholic Primary School	Karama
HSCPS	Holy Spirit Catholic Primary School	Casuarina
LACS	Ltyentye Apurte Catholic School	Santa Teresa (Alice Springs)
MCC	MacKillop Catholic College	Johnston
MCPS	Murrupurtiyanuwu Catholic Primary School	Wurrumiyanga (Bathurst Island)
MTCPS	Mother Teresa Catholic Primary School	Zuccoli
OCC	O'Loughlin Catholic College	Karama
OLSH AS	Our Lady of the Sacred Heart Catholic College	Alice Springs
OLSH TCC	Our Lady of the Sacred Heart Thamarrurr Catholic College	Wadeye (Port Keats)
SFASCPS	St Francis of Assisi Catholic Primary School	Humpty Doo
SFXCS	St Francis Xavier Catholic School	Nauiyu (Daly River)
SJCC	St John's Catholic College	Darwin
SJCKK	St Joseph's Catholic College	Katherine
SJCFLC	St Joseph's Catholic Flexible Learning Centre	Alice Springs
SHCPS	Sacred Heart Catholic Primary School	Palmerston
SMCPS	St Mary's Catholic Primary School	Darwin
SPCPS	St Paul's Catholic Primary School	Nightcliff
XCC	Xavier Catholic College	Wurrumiyanga (Bathurst Island)

